

HARPER'S LANGUAGE SERIES

SWINTON'S

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LANGUAGE PRIMER.

BEGINNERS' LESSONS

SPEAKING AND WRITING

ENGLISH.

NEW YORK,
HARPER & BROTHERS.

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HARPER'S LANGUAGE SERIES.

LANGUAGE PRIMER:

BEGINNERS' LESSONS

IN

SPEAKING AND WRITING ENGLISH.

BY

WILLIAM SWINTON, A. M.,

AUTHOR OF "LANGUAGE LESSONS," "SCHOOL COMPOSITION,"
"PROGRESSIVE GRAMMAR," ETC.

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P R E F A C E.

THIS little work is designed to serve as a *Primer*, or beginners' book in the study of our own language.

In the new courses of study in most of our cities, lessons in writing and speaking English are begun quite early; and this fact has disclosed the need of a small manual of suitable *work*, to be placed in the hands of young scholars as the accompaniment of the teacher's oral instruction.

The success of the author's "Language Lessons"—a success without precedent in school-book literature—is the best assurance that the simple, untechnical, objective, and inductive mode of unfolding our speech will meet the views of intelligent teachers.

W. S.

CAMBRIDGE, August, 1874.

EDUCATION DEPT.

TEACHER'S NOTE.—The paragraphs introduced by a  are, where not mere *directions*, designed as suggestions for oral explanation by the teacher; sometimes by way of introducing a topic, and at other times by way of summing up. This mode of developing the subject works admirably in the class-room, exciting the interest and quickening the mental power of the pupil.

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LANGUAGE PRIMER.

SECTION I.

WORDS AND SENTENCES.

I.—OBJECTS AND WORDS.

☞ Teacher, holding up *a book, a pencil, an orange, etc.* :

What is this ? A book.

This ? A pencil.

This ? An orange.

This ? A bell.

1. What are all these ?

They are all things, or *objects*.

2. How do we learn about such things, or objects ?

We learn about them through the senses.

☞ Now I shall name two other things, or objects : *Love, gladness.* We do not know these things through the senses.

3. How do we know these things ?

By *thinking about* them.

4. What is an object ?

An *object* is anything that we can learn about through the senses or that we can think about.

5. When I say *book*, is that an object ?

No ; it is a *word*, or the *name* of an object.

☞ Teacher, writing on the blackboard the word *book*:

6. Is that an object?

No; it is a word, because it is the name of the object *book*.

EXERCISE 1.

☞ Teacher, holding up in succession various objects:

1. What is the name of this object? Of this? Of this?
2. Write on your slates the words that are the names of these various objects.
3. Write the names of ten different objects you can see, or think of.

II.—OBJECTS AND WORDS.

☞ We may write in a list the names of objects that we can see in any one place, as in *a school, a church, a parlor, a railroad car*.

EXAMPLE: A School.

Seats.	A map.	The globe.
Desks.	A stove.	The bell.
Tables.	A clock.	The piano.

☞ We may write in a list the names of the various parts of different objects, as of *a book, of a flower, of a knife, of a gun*.

EXAMPLE: The Parts of a Book.

The cover of a book.
The leaves of a book.
The back of a book.
The title of a book.

EXERCISE 2.

a. Write the names of objects you can see:

1. In a church.	3. In a railroad car.
2. In a parlor.	4. In a grocery store.

b. Write as in the example the names of the different parts of these objects:

1. A flower.	3. A gun.	5. A dress.
2. A knife.	4. A barrel.	6. A coat.

III.—THE SENTENCE.

1. Think something about the bell, and then tell your thought.
 “The bell rings.”

2. How did you state, or express, the thought?
 In words.

☞ This statement is a SENTENCE.

3. What is a sentence?

A sentence is a thought expressed in words.

4. About what in the sentence “The bell rings” did you think?
 About the *bell*.

5. Of what use is the word *rings*?

It shows what the bell *does*.

EXERCISE 3.

a. Make *sentences* by telling what the following animals *do*:

MODEL: “THE EAGLE SCREAMS.”

1. The eagle	3. The whale	5. The serpent
2. The cat	4. The buffalo	6. The mouse

b. Write in one column the *names* of ten animals, and in an opposite column add to each name a word stating what the animals *do*; thus:

1. Wolves	howl.
2. Owls	hoot.

IV.—DECLARATIVE SENTENCES.

1. Give a sentence about wolves.

“Wolves howl.”

☞ In this sentence you have stated, or *declared*, a fact about wolves. Such a sentence is a DECLARATIVE SENTENCE.

2. What is a declarative sentence?

A declarative sentence is the statement of a fact.

3. With what kind of letter does this sentence begin ?
With a capital letter.

4. With what mark is it closed ?
With a period.

EXERCISE 4.

Make *declarative* sentences by telling what the following objects do :

MODEL: "THE FIRE BURNS."

1. The fire	4. A ship	7. Roses
2. The wind	5. A river	8. Tops
3. The thunder	6. A teacher	9. Pens

☞ Exchange slates for correction, and note carefully the capital letter and the period.

V.—INTERROGATIVE SENTENCES.

☞ If you did not know that wolves howl, and wished to know, you would say, "Do wolves howl ?"

1. Is this sentence the statement of a fact ?

No ; it is the asking of a question.

☞ Sentences that are used in asking questions are called INTERROGATIVE SENTENCES.

2. What is an interrogative sentence ?

It is a sentence in asking a question.

3. With what kind of letter does this sentence begin ?

With a capital letter.

4. With what mark is it closed ?

With an interrogation-point.

☞ Now carefully learn these rules :

- I. Every sentence must begin with a capital letter.
- II. Every declarative sentence must end with a period.
- III. Every interrogative sentence must end with an interrogation-point.

EXERCISE 5.

a. Place the proper mark after each sentence, and tell what kind of a sentence it is :

1. The sun shines brightly
2. Who is there
3. What made the lamb love Mary so
4. The earth is round
5. Boys love fun
6. Have you been to school

b. Turn the following declarative sentences into *interrogative* sentences :

MODEL: "IS IT COLD?"

1. It is cold.
2. We shall go to town to-morrow.
3. The farmer tills the ground.
4. The school has closed.
5. Mary is happy.

c. Copy the following questions, and after each write an answer in the form of a complete *declarative* sentence.

MODEL.

Question. Who was the first President of the United States ?

Answer. George Washington was the first President of the United States.

1. Who was the first President of the United States ? *Ans.*
2. What is the shape of the earth ? *Ans.*
3. How many senses have we ? *Ans.*
4. Who discovered America ? *Ans.*
5. Which is the largest of fishes ? *Ans.*
6. Are dogs faithful animals ? *Ans.*

VI. — COMPOSITION-LESSON.

We may describe a thing, like a chair, a piano, etc., by answering these questions :

1. What is it ?
2. What is its use ?
3. What is it made of ?

MODEL: A CHAIR.*

1. *A chair is a piece of furniture.*
2. *It is used to sit upon.*
3. *It is generally made of wood.*

Then we may rewrite the whole in a single sentence, thus :

A chair is a piece of furniture, used to sit upon, and is generally made of wood.

This sentence begins with a capital letter and ends with a period ; and as there are three statements contained in it, a comma (,) is used to separate the second from the first and the third from the second.

☞ In the same way describe these things :

1. A coat.
2. A top.
3. A piano.
4. A knife.

Common Errors.	
<i>Incorrect.</i>	<i>Correct.</i>
1. He done it.	He did it.
2. I seen him.	I saw him.
3. Gi' me them pens.	Give me those pens.
4. Him and me went.	He and I went.

VII.—NAME-WORDS AND ACTION-WORDS.

☞ Scholars may write this sentence : *The clock ticks.*

1. What word names the object ?

The word *clock*.

☞ Names of all objects are called NAME-WORDS. In grammar they are termed NOUNS.

2. What is a Noun ?

A Noun is a name-word.

* The lessons on composition are easy *practical* exercises, having no necessary connection with the regular lessons, in which the *theory* of language is developed. They may be regarded as detached exercises in elementary composition writing, with the view of carrying on the practical use of language step by step with technical terms, rules, and principles.

3. What word states an action ?

The word *ticks*.

~~DEF~~ Words that state an action are called ACTION-WORDS. In grammar they are termed VERBS.

4. What is a verb ?

A Verb is an action-word.

EXERCISE 6.

a. In the following sentences tell which words are nouns, and which verbs, and why :

MODEL: "LEAVES FALL."

Leaves is a Noun because it is a name-word ; *fall* is a Verb, because it is an action-word.

1. Leaves fall.	6. Bees hum.
2. Mice nibble.	7. Parrot talks.
3. Rain poured.	8. Horses run.
4. Daughter knits.	9. Boys laugh.
5. Day dawns.	10. Pussy scratched.

b. Write after each *Noun* a *Verb* expressing action.

MODEL: "HORSES TROT."

1. Horses	5. Bears	9. Sheep
2. Oxen	6. Monkeys	10. Geese
3. Tigers	7. Parrots	11. Swallows
4. Kittens.....	8. Eagles	12. Snakes

c. Make *Sentences* with suitable pairs of the following *Nouns* and *Verbs*. Use THE, A, or AN when necessary.

MODEL: "THE BABY CRIES."

<i>Nouns.</i>	<i>Verbs.</i>
Baby, cow,	Ebbs, rises,
Plants, leopard,	Play, grow,
Clouds, wind,	Twinkle, cries,
Stars, children,	Fights, lower,
Tide, soldier.	Springs, lows.

VIII.—NOUNS AND VERBS.

☞ Scholars may write on their slates these definitions :

- I. **A Noun is a name-word.**
- II. **A Verb is an action-word.**

EXERCISE 7.

a. Make sentences by adding a *Verb* to each *Noun*.

MODEL: "THE SUN SHINES."

1. The sun	6. An ant
2. The smoke	7. A shark
3. A tree	8. A wasp
4. The bell	9. The locomotive
5. A fish	10. The hippopotamus

b. Make sentences by putting one *Noun* before each *Verb*.

1. play.	6. flashes.
2. chirp.	7. study.
3. creeps.	8. work.
4. glitters.	9. eats.
5. melts.	10. bake.

IX.—COMPOSITION-LESSON.

We may describe a place by answering these questions :

1. What is it ?
2. Where is it ?
3. For what is it noted ?

MODEL: NEW YORK.

1. *New York is a great city.*
2. *It is in the State of New York.*
3. *It is noted for its wealth and commerce.*

Then we may rewrite the whole in a single sentence, thus :

New York is a great city in the State of New York, and is noted for its wealth and commerce.

This sentence contains two statements, and hence a comma is used to separate them.

☞ In the same way describe :

1. Paris.
2. Philadelphia.
3. The place in which you live.

Common Errors.

Incorrect.

Correct.

1. I did n't do nothing.	I did n't do any thing.
2. Hain't he gone ?	Has n't he gone ?
3. I knowed what he done.	I knew what he did.
4. I 've got to get my lesson.	I must get my lesson.

X. — QUALITY-WORDS.

☞ Scholars may write, *The small clock*.

1. What is the use of the word *small* here ?

It shows the kind, or *quality*, of clock.

☞ The word *small* is called a QUALITY-WORD. In grammar quality-words are termed ADJECTIVES, because they are *added* to nouns.

2. What are quality-words called ?

Quality-words are called Adjectives.

The little words *the*, *an*, and *a*, though really Adjectives, because they are added to nouns, are generally called ARTICLES.

☞ Now I shall mention several Name-words, and the class may add to each a Quality-word.

1. apples.	4. rain.	7. children.
2. boys.	5. flowers.	8. dogs.
3. summer.	6. horses.	9. birds.

EXERCISE 8.

a. Copy the following sentences on slate or paper and draw a line under each *Quality-word*:

1. The strong man works.
2. The sharp knife cuts.
3. The watchful dog barks.
4. The ripe fruit is plucked.
5. The good seed is sown.
6. The new clock is striking.
7. A brave soldier fights.
8. Modesty is a great virtue.
9. Rain is beneficial.
10. A large garden is not always a profitable garden.
11. A handsome flower is not always a sweet-smelling flower.
12. A swift horse is very useful.

b. Add a *Quality-word* to each of the following *Nouns*. *No sentence must contain more than THREE words.*

MODEL: "BRIGHT STARS SHINE."

1. stars shine.	5. dogs bite.
2. scholars improve.	6. rats steal.
3. men eat.	7. whales swim.
4. boys fight.	8. girls laugh.

XI. — ADJECTIVES.

 An *Adjective* may be used to qualify a noun in any part of a sentence. Thus :

1. The child loves her mother.	The <i>young</i> child loves her mother.
2. Alice brings eggs.	Alice brings <i>fresh</i> eggs.
3. Doctors treat diseases.	<i>Skilful</i> doctors treat <i>severe</i> diseases.

EXERCISE 9.

a. Supply suitable *Adjectives*:

1. children killed butterflies.
2. Wasps sting boys.
3. The tiger gave yell.
4. garden contained roses.
5. A sailor sang a song.
6. An woman lived in a shoe.
7. Our master told stories.
8. The weather calls forth flowers.

b. Qualify the meaning of the *Nouns* in the following sentences by putting an *Adjective* before each Noun. *No sentence must contain more than FOUR words.*

MODEL: "THE FIERCE LION ROARS."

1. The lion roars.	5. The soldiers fight.
2. A teacher instructs.	6. An bucket hangs.
3. A sailor sings.	7. A dog growls.
4. The wind blows.	8. A cat purs.

XII. — COMPOSITION-LESSON.

We may describe an animal by answering the following questions :

1. Is it wild or domestic ?
2. Of what color is it ?
3. Where is it found ?
4. When angry (or pleased) what kind of noise does it make ?

MODEL: THE LION.

1. *The lion is a wild animal.*
2. *It is of a tawny color.*
3. *It is found in Africa.*
4. *When angry it roars terribly.*

Then we may rewrite the whole in two sentences, thus :

The lion is a wild animal of a tawny color, and is found in Africa. When angry it roars terribly.

☞ In the same way describe these animals, being careful to follow the punctuation of the model :

1. A dog.
2. A wolf.
3. A horse.
4. A bear.

<i>Incorrect.</i>	Common Errors.	<i>Correct.</i>
1. Is this 'ere yourn ?		Is this yours ?
2. That 'ere is hisn.		That is his.
3. She has went home.		She has gone home.

XIII. — ADVERBS.

☞ Scholars may write on their slates the following sentence :
Careful boys write NEATLY.

1. *How*, or in what manner, do careful boys write ?
 They write *neatly*.

☞ Write the following sentence : *The clock ticks now.*

2. *When* does the clock tick ?
 It ticks *now*.

☞ Write the following sentence : *Boys and girls study HERE.*

3. *Where* do they study ?
 They study *here*.

☞ The word *neatly* expresses manner ; the word *now* expresses time ; the word *here* expresses place. Words expressing HOW (manner), WHEN (time), or WHERE (place) are called ADVERBS, because such words are generally added to verbs.

4. What is an adverb ?
An Adverb is a how, when, or where-word.

EXERCISE 10.

Limit the meaning of the *Verbs* in the following sentences by joining to each an *Adverb* :

MODEL: "THE COLD WIND BLEW FIERCELY."

1. The cold wind blew <i>how?</i>	6. We went to town <i>when?</i>
2. The sun shines	7. Uncle will <i>when?</i>
3. An eagle flies	8. James is <i>when?</i>
4. A snail creeps	9. He is not going <i>where?</i>
5. The candle burns	10. Come <i>where?</i>

XIV. — COMPOSITION-LESSON.

- 1. Write three sentences, each containing only *two* words, — a Noun and a Verb.
- 2. Write three sentences, each containing only *three* words, — an Adjective, a Noun, and a Verb.
- 3. Write three sentences, each containing only *four* words, — an Article, an Adjective, a Noun, and a Verb.
- 4. Write three sentences, each containing only *four* words, — an Adjective, a Noun, a Verb, and an Adverb.

EXERCISE II.

a. Rule the slate by this model, and put in the proper column each kind of word in the sentences below :

MODEL.

The beautiful roses fade quickly. Old men die. An ox bellows often.

ARTICLES.	ADJECTIVES.	NOUNS.	VERBS.	ADVERBS.
The	beautiful	roses	fade	quickly.
An	Old	men ox	die. bellows	often.

1. Nightingales sing. 2. An owl screeches. 3. Yellow gold glitters. 4. A great storm arose.	5. The big ship sails finely. 6. Sleep refreshes. 7. Old ladies live here. 8. Father left yesterday.
--	---

b. Correct the errors, especially in capitalizing and the use of the period :

1. a fox Saw a bunch of Grapes
2. A noun is the name of Any thing,
3. He Done it before You.
4. i Seen a man, on horseback yesterday

XV. — PRONOUNS.

☞ Scholars may write the following sentence : *Dogs are useful animals, for they watch our houses.*

1. *What* watch our houses ?

They watch our houses.

2. What is meant by *they* ?

Dogs.

3. Put the word *dogs*, instead of the word *they*, and read the sentence.

Dogs are useful animals, for dogs watch our houses.

☞ Write these sentences :

1. Richard is lame, and Richard walks with a crutch.

2. We went on the ice, and the ice was very soft.

What word might take the place of *Richard* ? Of *ice* ?

☞ The word *they* stands for the noun *dogs* ; the word *he* stands for the noun *Richard* ; the word *it* stands for the noun *ice*. In grammar these words are termed PRONOUNS, because they stand for nouns.

4. What is a Pronoun ?

A Pronoun is a word that stands for a Noun.

EXERCISE 12.

Answer the following questions, using *Pronouns* :

MODEL :

Question. Where are the scholars ?

Answer. *They* are in school.

1. Where are the scholars ? *Ans.*
2. Where is Maria ? *Ans.*
3. Who threw that stone ? *Ans.*
4. Charles, will you lend me a book ? *Ans.*
5. Whose dog is this ? *Ans.*
6. Who is asking this question ? *Ans.*

XVI.—PRONOUNS.

☞ Scholars may write the sentence, *I study*.

1. Of what use is the word *I*?

It shows *who* studies.

2. Who is it that studies?

The person speaking.

3. What is the pronoun that stands for the name of the speaker?

The pronoun *I*.

☞ Scholars may write the sentence, *You play*.

4. Of what use is the word *you*?

It shows *who* plays.

5. Who is it that plays?

The person spoken to.

6. What is the pronoun that stands for the person spoken to?

The pronoun *you*.

EXERCISE 13.

a. Underline all the Pronouns :

1. I am fond of work.
2. We reverence old age.
3. You learn diligently.
4. He is clever.
5. She walks well.
6. They are very silent.
7. We are very fond of her, for she is very diligent.
8. If a child is disobedient he is punished.
9. The heat makes me thirsty.
10. The porter admitted us.

b. Put the proper Pronoun instead of the Noun which is repeated :

1. If the boy is good, the boy is loved.
2. If the child is not obedient, the child is punished.
3. (*James speaking.*) James said to his mother yesterday, James will always love you.
4. (*Anne speaking.*) Anne called out, Anne cannot come now.
5. The servants came and told the master that the servants had done as the master had ordered.
6. (*Speaking to Edward.*) When Edward comes out of school, Edward must go into the garden.

XVII. — COMPOSITION-LESSON.

We may describe a thing by answering these questions :

1. It is (of what quality ?)
2. It is (of what color ?)
3. It is (obtained how ?)

MODEL: IVORY.

1. *Ivory is hard.*

2. *It is white.*

3. *It is obtained from the tusks of elephants.*

Then we may rewrite the whole in a single sentence, thus :

Ivory is hard and white, and is obtained from the tusks of elephants.

Here we have a capital letter at the beginning, a period at the end, and a comma to separate the two statements.

☞ In the same way describe these things :

1. Coal. 2. India rubber. 3. Cotton. 4. Gold. 5. Diamonds. 6. Milk.

Common Errors.		Correct.
<i>Incorrect.</i>		<i>Correct.</i>

1. It is me.	Common Errors.	It is I.
2. Him and her went.		He and she went.
3. Between you and I.		Between you and me.
4. Lay down, Towser !		Lie down, Towser !

XVIII. — CONJUNCTIONS.

☞ Scholars will write the sentence, *Emma can sing.*

1. Now, who else can sing ?

“Lucy can sing.”

2. Make a sentence containing the two statements.
 "Emma and Lucy can sing."

3. What is the use of *and* in this sentence ?
And connects the words Emma and Lucy.

4. What, then, may we call it ?
 A connecting-word.

☞ Write these sentences :

James *or* John is in the army.
 James is in the army, *but* John is not.

5. What are the connecting-words here ?
 The words *or* and *but*.

☞ Connecting-words are in grammar termed CONJUNCTIONS.

6. What is a Conjunction ?
A Conjunction is a connecting-word.

EXERCISE 14.

Name the *Conjunctions* :

1. Art is long and life is fleeting.
2. Wheat and corn grow on the farm.
3. John is tall, but George is taller.
4. Girls are loved because they are amiable.
5. You will find it, if you look.
6. Animals and plants live and grow.

XIX. — COMPOSITION-LESSON.

☞ Young scholars are very apt to write sentences containing a great many statements joined by *ands*. Such sentences are not elegant. *Be careful to write each complete statement as a separate sentence.*

EXAMPLE.

A crow snatched a piece of cheese from a window and flew with her prize to a tree, so a cunning fox saw her and went under the branches

of the tree where the crow was and began to flatter her and admire her beauty, and he said it was a pity that such a pretty bird should have no voice.

CHANGED.

1. A crow, snatching a piece of cheese from a window, flew with her prize to a tree. 2. A cunning fox saw her, and went under the branches of the tree where the crow was. 3. Here he began to flatter her and admire her beauty, saying it was a pity that such a pretty bird should have no voice.

EXERCISE 15.

a. In the same way break up this long sentence into two or three well-constructed sentences :

The crow wished to show that she had a voice, and she opened her mouth and cawed, and the cheese fell down in the fox's open mouth, and then the fox went away and said that the crow had more beauty than brains.

b. The following story was written by a pupil in the lowest grade of a Grammar School. You will see that it is filled with all kinds of faults. *Correct the spelling, punctuation, and grammar, break up the piece into several sentences, and make any other improvement you can think of :*

Once a crow flew in to a windo and got a piece of cheas and flew into a tree to eat his prize a cuning fox spied the crow and said he would have it so he said to the crow it was a pitty that she was with out a voice the crow wanted to show him that she had a voice she sung and the piece of chease fell from the crow in to the open foxes mouthe and he walked away and sed he was talking about beuility and not about brains.

Common Errors.

Incorrect.

1. Where are you going to ?
2. This is different to that.
3. The folks are to home.
4. He went in the house.
5. Apples is nice.
6. He don't like them.

Correct.

1. Where are you going ?
2. This is different from that.
3. The folks are at home.
4. He went into the house.
5. Apples are nice.
6. He does not like them.

XX. — PREPOSITIONS.

☞ Teacher, placing a book *on* the desk, *under* it, etc. :

1. What relation has the book to the desk ?

The book is *on* the desk.

2. What now ?

The book is *under* the desk.

3. What now ?

The book is *over* the desk.

4. What words in these sentences show the relation ?

The words *on*, *under*, *over*.

☞ Now, since these words show relation, we may call them RELATION-WORDS. In grammar they are termed PREPOSITIONS.

5. What is a Preposition ?

A Preposition is a relation-word.

6. Name six Prepositions.

By, from, in, on, to, with.

EXERCISE 16.

a. Point out the *Prepositions* :

1. The girls are in the garden.
2. The apples are on the tree.
3. The travellers went from the country to the city.
4. Scholars write with a pen on paper.
5. The bear was shot by the hunter.
6. We went with mother, on the cars, to the city.

b. Supply the *Prepositions* :

1. The books are ... the desk.
2. He was sent ... school.
3. The drunkard was arrested ... the policeman.
4. We heard ... our friend.
5. The farmer mows ... the scythe.
6. The horse is ... the barn.

XXI.—INTERJECTIONS.

☞ Scholars may write these sentences :

1. Alas ! pussy is dead !
2. Hurrah ! we are going to have a holiday !

1. What is the use of the word *alas* ?

It expresses a feeling of grief.

2. What is the use of *hurrah* ?

It expresses a feeling of joy.

☞ Words that express sudden feeling or emotion may be called EMOTION-WORDS. In grammar they are termed INTERJECTIONS, meaning words *thrown in* to denote emotion.

3. What is an Interjection ?

An Interjection is an Emotion-word.

☞ Select from your Reader all the Interjections you can find.

XXII.—REVIEW OF SECTION I.

I. CLASSES OF WORDS.

1. NAME-WORDS (Nouns) ; as, *pen, house, mother, John, Emma*.
2. ACTION-WORDS (Verbs) ; as, *read, run, make, build*.
3. QUALITY-WORDS (Adjectives) ; as, *good, large, old*.
4. How, WHEN, and WHERE-WORDS (Adverbs) ; as, *slowly, now, here*.
5. WORDS STANDING FOR NOUNS (Pronouns) ; as, *he, it, they*.
6. CONNECTING-WORDS (Conjunctions) ; as, *and, but, if, or*.
7. RELATION-WORDS (Prepositions) ; as, *in, of, by, with, from*.
8. EMOTION-WORDS (Interjections) ; as, *ah ! alas ! oh ! hurrah !*

These eight classes include all the words in our language. They are usually called the PARTS OF SPEECH.

EXERCISE 17.

a. Name orally each *Part of Speech* in the following sentences :

1. The girl and I ran quickly through the open gate.
2. Uncle Joe tells funny stories.
3. The cat and the dog played prettily on the floor.
4. The lad could read well, but he could not write rapidly.
5. Two swallows built a nest in the chimney.
6. The brown horse won the long race.

b. Rule the slate by this model, and put in the proper column each word in the sentences below :

MODEL.

The strong horse jumped fearlessly over the bridge, and, alas ! he broke a leg.

NOUN.	VERB.	ADJECTIVE.	ADVERB.	PRO-NOUN.	CONJUNC-TION.	PREPOSI-TION.	INTER-JECTION.
horse	jumped	the	fearlessly	he	and	over	alas !
bridge	broke	strong					
leg		the					
		a					

1. The little birds sang sweetly in the groves and fields.
2. A blue-eyed, curly-headed, laughing boy was holding in his hand a large red apple.
3. The beautiful black mare trotted fast, and won the last race.
4. The little busy bee gathers honey diligently from the open flowers.
5. The chattering monkey eats nuts, and makes, oh ! such funny faces.

II. WORDS IN SENTENCES.

In order to remember how the various classes of words are used in sentences, scholars should commit to memory the following

MODEL SENTENCES.

1. Boys write (*Noun and Verb*).
2. Careful boys write (*addition of Adjective*).
3. Careful boys write **neatly** (*addition of Adverb*).

4. Careful boys write neatly ; **they** improve (*addition of Pronoun*).
5. Careful boys write neatly **and** they improve (“ *Conjunction*).
6. Careful boys write neatly **in** school (*addition of Preposition*).
7. Careful boys write neatly, and **oh !** how rapidly they improve (*addition of Interjection*).

☞ In like manner build up sentences containing the eight Parts of Speech, beginning with the following as foundation :

1. Birds fly.
2. The horse ran.
3. Mary sang.

XXIII.—COMPOSITION-LESSON.

☞ The following piece may be read aloud once or twice in the class, and then the scholars may write out in their own language as much of it as they can remember. This is called an Abstract from Memory.

STORY OF SNAPPER.

Snapper was a wise dog. He had a black coat and yellow feet. He liked much to catch rats, and to kill them. Rats ran quickly into holes when Snapper went by. They hid themselves ; but Snapper smelled them, and tried to catch them. Yet Snapper was not cruel. Three children kept rabbits in a hutch in the yard. The hutch was high up, and there was a hole in it under a bed of hay. Three baby rabbits lay on that bed of hay. The hay kept the baby rabbits safe. But a man came to clean the hutch, and took away the bed. Then the baby rabbits fell through the hole upon the gravel below. The man did not see them drop. Snapper went to the baby rabbits. Did he eat them ? No. He lifted up one with his teeth, and ran with it into the kitchen, and laid it on the rug. So he did to the three rabbits. The children were pleased. They patted Snapper, and praised him, and said he was the best and wisest of dogs.

☞ When the work is done, scholars should exchange papers and criticise one another's pieces.

SECTION II.

SUBDIVISION OF PARTS OF SPEECH.

XXIV.—PROPER NOUNS.

1. What are Nouns ?

Nouns are **name-words**.

☞ Scholars may write on their slates the following sentences :

1. Washington was a general.
2. Chicago is a city.
3. The Mississippi is a river.

What two name-words in the first sentence ? In the second ? In the third ?

☞ The noun *Washington* is the name of a particular person ; the noun *Chicago* is the name of a particular place ; the noun *Mississippi* is the name of a particular river. Such nouns are in grammar termed **PROPER NOUNS**.

2. What is a Proper Noun ?

A Proper Noun is the name of a particular person, place, or object.

EXERCISE 18.

a. Copy the following sentences, and draw a line under each *Proper Noun* :

1. We get tea from China, and coffee from Java and Brazil.
2. Butter and cheese are made from milk.
3. Great quantities of cotton are raised in Mississippi, Alabama, and Texas.
4. Webster, Clay, and Calhoun were great statesmen and orators.
5. The three chief sea-ports of the United States are New York, Boston, and San Francisco.
6. London is the largest city in the world.

b. Fill up the blanks with suitable Proper Nouns:

1. is our teacher's name.
2. is the mayor of our city.
3. is the capital of our country.
4. is the President of the United States.
5. is the largest river in America.
6. Our State is called

XXV.—COMPOSITION-LESSON.

WRITING PROPER NOUNS.

RULE I.—Every Proper Noun must begin with a capital letter, and when a Proper Name consists of more than one word, each word must begin with a capital.

Thomas Jefferson,
William Brewer,
Queen Elizabeth,
Ella Steele. } These begin with capitals, because they are the names of particular persons.

Boston,
San Francisco,
Salt Lake City,
Prince Edward's Island. } These begin with capitals, because they are the names of particular places.

RULE II.—Single letters used as abbreviations of Proper Nouns must be written in capitals; as, *G. W. Greene* (= *George Washington Greene*).

EXERCISE 19.

a. Correct the errors in the use of *capitals* and the *period*:

1. The capital of france is paris.
2. the cape of good hope is in africa,
3. we Went to california by the pacific railroad
4. napoleon was a Great general
5. The first President was washington,
6. My name is norval.

b. Write as follows :

1. The name of *your school*.
2. The name of *your cousin*.
3. The name of a *great man* of whom you have heard.
4. The name of *your uncle*.
5. Sign your *own name* under a subscription, thus:—

Yours truly,

Emily Faithful.

c. Write a short account of yourself by answering the following questions :

Where do you live? [name of city (or town), county, and State].

What is your name?

What is your age?

MODEL.

I live in Cincinnati, Hamilton County, State of Ohio. My name is James Bliven, and I am nine years of age.

Common Errors.

Incorrect.

Correct.

1. William come back this morning.	William came back this morning.
2. 'Taint right.	It is n't right.
3. He told you and I.	He told you and me.
4. He learned me arithmetic.	He taught me arithmetic.
5. Mary or Jane are wrong.	Mary or Jane is wrong.

XXVI.—COMMON NOUNS.

 Scholars may write on their slates the following sentences :

1. Washington was a general.
2. Chicago is a city.
3. The Mississippi is a river.

1. What Proper Noun in the first sentence ?

The noun *Washington*.

2. What other noun in the first sentence ?

The noun *general*.

☞ The noun *general* is not a Proper Noun like *Washington*, because it is not the name of a particular person : it is a noun *common to a whole class of persons*. Such nouns are in grammar termed COMMON NOUNS.

3. What is a Common Noun ?

A Common Noun is the name of a class of objects.

EXERCISE 20.

a. From an assigned piece in the Reader select all the *Common Nouns*.

b. Join a *Common Noun* to each of the following verbs :

1. Fishes	swim.	6.	flows.
2.	play.	7.	burns.
3.	sew.	8.	twinkle.
4.	fight.	9.	eat nuts.
5.	twitter.	10.	draw wagons.

XXVII.— HOW NOUNS ARE MADE.

☞ Many Common Nouns are made by adding a suffix to a root-word.

1. What is a root-word ?

A root-word is a word in its simplest form ; as, *glad*, *talk*.

2. What is a suffix ?

A suffix is a syllable added to a root-word to make a derivative ; as *ness*, in *gladness* ; *er*, in *talker*.

3. What Noun can be formed from *glad* ?

Gladness.

4. What does the suffix *ness* mean ?
State of being.

NOTE. — When *ness* is added to a root-word ending in *y* preceded by a consonant, the *y* is changed for *i* ; as, *lively*, *liveliness*.

5. What Noun can be formed from *talk* ?
Talker.

6. What does the suffix *er* mean ?
One who.

NOTE. — In adding *er*, if the root-word ends in *e*, drop the *e* ; if it ends in a single consonant preceded by a single vowel, double the consonant ; if it ends in *y* preceded by a consonant, the *y* is changed for *i*.

7. What Noun can be formed from *lion* ?
Lioness.

8. What does the suffix *ess* mean ?
A *female* of the kind denoted by the root-word.

EXERCISE 21.

a. Add the suffix *ness* to the following Adjectives, and define each Noun formed :

1. Hard. 2. White. 3. Dull. 4. Good. 5. Sweet. 6. Soft. 7. Tardy.

b. Select from the Reader other Common Nouns ending in *ness*.

c. Add the suffix *er* to the following Verbs, and define each Noun formed :

1. Work. 2. Love. 3. Write. 4. Buy. 5. Farm. 6. Purchase. 7. Plot.

d. Select from the Reader other Common Nouns ending in *er*.

e. Add the suffix *ess* to the following Nouns, and define each Noun formed :

1. Poet. 2. Heir. 3. Prince. 4. Host. 5. Author. 6. Shepherd.

f. Select from the Reader other Common Nouns ending in *ess*.

XXVIII. — COMPOSITION-LESSON.

ABBREVIATIONS.

RULE. — Single letters used as abbreviations are generally written in capital letters and followed by a period.

☞ The following are among the most ordinary abbreviations consisting of single letters :

R. R.	= Railroad.	B. C.	= Before Christ.
M. C.	= Member of Congress.	A. D.	= After Christ.
C. O. D.	= Collect on delivery.	N. B.	= Take notice (<i>nota bene</i>).
P. S.	= Postscript.	A. M.	= Forenoon (<i>ante meridiem</i>).
N. Y.	= New York.	P. M.	= Afternoon (<i>post meridiem</i>).
O.	= Ohio.	M.	= Noon (<i>meridiæ</i>).
R. I.	= Rhode Island.	U. S.	= United States.
M. D.	= Doctor of Medicine.	D. C.	= District of Columbia.

EXERCISE 22.

a. Write the following sentences, putting abbreviations in place of the words in *italics* :

1. The school opens at 9 *before noon*, and closes at 4 *in the afternoon*.
2. The goods were sent by the Ohio and Mississippi *railroad*.
3. The capital is at Albany, *New York*.
4. We dine at 5 *in the afternoon*.
5. Send the parcel *collect on delivery*.
6. Address the letter to W. A. Hammond, *doctor of medicine*.
7. Rome fell in the year 476 *after Christ*.

b. Correct the errors in the writing of the abbreviations :

1. n. b. No admittance except on business.
2. Henry Wilson, m. c., Washington, d. c.
3. We went to California by the Pacific r. r.
4. The package from n. y. was marked c o d.

c. Write sentences using the following abbreviations :

1. B. C.
2. P. S.
3. P. M.

XXIX. — REVIEW OF NOUNS.

Kinds of Nouns.	COMMON.	Man, Town, Mountain, Webster, Cambridge, Alps,	Are Names of Classes of Objects.
	PROPER.		Are Names of Particular Objects.

QUESTIONS.

1. What is a Common Noun ? Give five examples.

2. What is a Proper Noun ? Give three examples.

☞ From an assigned piece in the Reader select all the Nouns, Common and Proper.

XXX. — TRANSITIVE VERBS.

1. What are Verbs ?

Verbs are action-words.

☞ Scholars will write the following sentence : *Tailors make clothes.*

2. Which word is the Verb ?

The word *make*.

3. Do the words "Tailors make" express complete sense ?

No ; because it is not stated *what* they make.

☞ Many verbs require to be followed by a Noun in order to make a full statement. Such Verbs are called TRANSITIVE VERBS, and the Noun that completes the sense is called the OBJECT.

4. What is a Transitive Verb ?

A Transitive Verb is one that requires an object to complete the sense.

EXERCISE 23.

a. Add *Objects* to the following *Transitive Verbs*:

1. Carpenters build houses.	6. Education improves
2. Bakers make	7. The gardener prunes
3. Boys catch	8. The hunter climbed
4. The bridge spans	9. The painter painted
5. The scholar	10. The Indian killed

b. Supply *Transitive Verbs* to the following *Subjects* or *Objec's*:

1. The lion rends his prey.	6. The children daisies.
2. The bee honey.	7. The shower the air.
3. The hen her chickens.	8. Washington the British.
4. The American liberty.	9. Rivers fish.
5. The fisherman his net.	10. Learning mind.

XXXI. — COMPOSITION-LESSON.

☞ We may write in a single sentence a number of statements containing the same Transitive Verbs with different objects, by using the Transitive Verb but once, and separating each object by a comma to show that the Verb is omitted. Thus,

RULE OF PUNCTUATION.— When there are three or more nouns after a Transitive Verb, a comma is placed after each noun except the last; but two nouns joined by AND are not separated by a comma. Thus :

Farmers raise wheat, corn, rye, and barley.

Farmers raise wheat and corn.

EXERCISE 24.

a. In the same way supply objects to each verb, and then write all the statements in one sentence :

Our State produces	}	=
Our State produces		
Our State produces		
Our State produces		
We bought a	}	=
We bought an		
We bought some		
We bought a		
This room contains	}	=
This room contains		
This room contains		
This room contains		
Druggists keep	}	=
Druggists keep		
Druggists keep		
Druggists keep		

b. Supply the commas where they are required :

1. China exports tea rice and silk.
2. The Eastern Hemisphere contains Europe Asia and Africa.
3. Have you a horse a cow a sheep or a goat?
4. The picture contained a house a lawn a brook and a castle.
5. The sun gives us light and heat.
6. Who knows the time place or circumstances of his death?

XXXII.—INTRANSITIVE VERBS.

 Scholars may write this sentence : *Animals sleep.*

1. Which word is the Verb ?

The word *sleep*.

2. Do the words “*Animals sleep*” make complete sense ?

They do.

 Correct ; they make complete sense. The verb *sleep*, unlike the verb *make* in the sentence “*Tailors make clothes*,” does not require any object to complete the sense,—the action does not

pass over to any object. In grammar such verbs are termed **INTRANSITIVE VERBS**.

3. What is an Intransitive Verb?

An Intransitive Verb is one that does not require an object to complete the sense.

EXERCISE 25.

a. Make sentences with the following *Intransitive Verbs*:

1. sail.	4. travel.	7. sleep.
2. trot.	5. whistle.	8. flashes.
3. plays.	6. whispered.	9. will succeed.

b. Supply *Intransitive Verbs* to the following Nouns :

1. The lion	4. The lamb	7. The bell
2. Gold	5. The snake	8. The river
3. The drum	6. Swallows	9. Water

XXXIII.—COMPOSITION-LESSON.

 We may write a series of separate statements, each containing an Intransitive Verb and a Noun in one sentence, by writing the Noun first and then following with the Verbs, separating each by a Comma. Thus,

Boys can study.
Boys can play.
Boys can read.
Boys can work.
Boys can write.

} = Boys can study, play, read, work, and write.

RULE OF PUNCTUATION.—When there are three or more Intransitive Verbs, a comma is placed after each Verb except the last; but two Verbs joined by **AND** are not separated by a comma. Thus:

Dogs bark, bite, and play.
Dogs bark and bite.

EXERCISE 26.

a. In the same way unite each group of statements into a single sentence :

Girls romp.
Girls laugh.
Girls sew.

Samuel rows.
Samuel swims.
Samuel rides.
Samuel boxes.

Our army fought.
Our army bled.
Our army died.

This morning I rose.
This morning I washed.
This morning I dressed.
This morning I breakfasted.
This morning I went to school.

b. Supply *commas* where they are required :

1. The poor dog turned over moaned and died.
2. Our baby slept and smiled.
3. Robinson Crusoe stopped paused and wondered when he saw the footprint in the sand.
4. The rushing river frets fumes and roars.
5. "I came saw conquered," wrote a Roman general.
6. The name of everything that we see hear smell taste touch is a noun.

Common Errors.

Incorrect.

Correct.

1. Have you wrote your letter ?	Have you written your letter ?
2. The wind blowed hard.	The wind blew hard.
3. How many is there ?	How many are there ?

XXXIV. — LIMITING ADJECTIVES.

☞ We have learned that in general Adjectives are Quality-words ; but all Adjectives are not of the same kind, and hence they are usually divided into three classes : 1. LIMITING ADJECTIVES ; 2. DESCRIPTIVE ADJECTIVES ; 3. PROPER ADJECTIVES.

1. In the sentence, *This man is my father*, what man is spoken of ? *This* man.

2. What use has the word *this* ?
It limits the meaning of *man* to *this* (not *that*) man.

3. *Whose* father is spoken of ?
My father.

4. What use has the word *my* ?
It limits *father* to *my* (not *his* or *your*) father.

☞ Such Adjectives are called LIMITING ADJECTIVES.

5. What is a Limiting Adjective ?
A Limiting Adjective is an adjective that limits the meaning of a noun.

LIMITING ADJECTIVES : *This, these ; that, those ; some ; any ; many ; all ; first ; two ; my ; his ; our ; your*, etc.

NOTE. — The Limiting Adjectives *the, an*, and *a* are often called ARTICLES.

EXERCISE 27.

Copy the following sentences, and draw a line under each Limiting Adjective :

1. This boy is very lazy.
2. Those blackbirds have flown away.
3. Few deer have been shot this year.
4. Three crows sat on a tree.
5. His uncle has returned from India.
6. Some swans are black.
7. That girl is very industrious.
8. All quadrupeds are animals.
9. Many flowers blush unseen.

XXXV. — DESCRIPTIVE ADJECTIVES.

☞ Scholars may write the sentence : *The bright sun shines.*

1. What *kind* of sun shines ?

The *bright* sun shines.

2. What is the *use* of the word *bright* ?

It describes *sun*.

☞ Such Adjectives are called DESCRIPTIVE ADJECTIVES.

3. What is a Descriptive Adjective ?

A Descriptive Adjective describes an object.

DESCRIPTIVE ADJECTIVES : *White* ; *red* ; *green* ; *large* ; *small* ; *heavy* ; *light* ; *sweet* ; *sour* ; *hard* ; *soft* ; *good* ; *beautiful* ; *ugly* ; and many hundreds of similar describing words.

EXERCISE 28.

On slates draw this model, and put each Adjective in the proper column :

MODEL.

A little old man lives in that white house.

ARTICLES.	LIMITING ADJECTIVES.	DESCRIPTIVE ADJECTIVES.
a	that	little old white

1. That beautiful red rose grew in my garden.
2. Many idle scholars waste their time.
3. Some tall trees grow in that old forest.
4. These fine apples come from our orchard.
5. An honest man is the noblest work of God.
6. That yellow nugget of gold was found in California.
7. A little, old, white man with a small, short-tailed dog stole my venison.
8. The snow-white summit of the mountain towers upward into the blue sky.

XXXVI.—COMPOSITION-LESSON.

MODEL OF ORAL EXERCISE ON ADJECTIVES.

☞ Tell some quality of this apple. *Large.* Yes. Taste of it. *Sweet.* Make a sentence with these words in it. *The large apple is sweet.* Give another quality. *Red.* *Round.* Press upon it. *Mellow.* Now make other sentences.

The red apple is sweet.

The round apple is sweet.

The mellow apple is sweet.

☞ How may we put all these thoughts into one sentence ? Thus : *The large, red, round, mellow apple is sweet.*

RULE OF PUNCTUATION.—When there are three or more Adjectives describing the same Noun, a comma is placed after each Adjective except the last; but two Adjectives joined by AND are not separated by a comma. Thus :

A large, handsome, and well-built ship.

A large and handsome ship.

EXERCISE 29.

Unite each group of statements into a single sentence :

A boy sat on the back seat,
He was a little boy,
He was a mischievous boy,
He was a white-headed boy. } =

A beggar called at our door,
He was old,
He was lame,
He was poorly clad. } =

A tall tree stands in the park,
A straight tree stands in the park,
A beautiful tree stands in the park. } =

Her eyes danced in her head,
It is Kate's eyes that are spoken of,
They were laughing eyes,
They were light blue eyes. } =

XXXVII.—PROPER ADJECTIVES.

☞ Scholars may write the following sentence : *Peruvian bark is obtained from Peru.*

1. What word comes first ?

The word *Peruvian*.

2. What word comes last ?

The word *Peru*.

3. What kind of word is *Peru* ?

It is a *Proper Noun*.

4. What kind of word is *Peruvian* ?

It is an *Adjective*, because it shows what *kind* of bark.

5. What are Adjectives formed from Proper Nouns called ?

They are called **Proper Adjectives**.

RULE.—Every Proper Adjective must begin with a capital letter.

<i>Proper Noun.</i>	<i>Proper Adjective.</i>	<i>Proper Noun.</i>	<i>Proper Adjective.</i>
France,	French.	Spain,	Spanish.
China,	Chinese.	Portugal,	Portuguese.
Scotland,	Scotch.	Greece,	Greek.
Rhine,	Rhenish.	Hungary,	Hungarian.
Britain,	British.	Canada,	Canadian.
Rome,	Roman.	Cuba,	Cuban.
Italy,	Italian.	Brazil,	Brazilian.
Chili,	Chilian.	Norway,	Norwegian.
Japan,	Japanese.	Sweden,	Swedish.
Mexico,	Mexican.	Holland,	Dutch.

EXERCISE 30.

a. Make statements, using the following PROPER ADJECTIVES :
 1. German. 2. American. 3. Swedish. 4. Mexican. 5. Dutch.

b. Supply suitable PROPER ADJECTIVES to make good sense :

MODEL: "FRENCH WINES ARE IMPORTED."

1. wines are imported.	7. The language is spoken in Holland.
2. marble is the finest.	8. The winter is very cold.
3. The queen is named Victoria.	9. Washington caused the to surrender.
4. That man has a high nose.	10. The Alps are very high.
5. olives are the best.	11. The ship sailed under the flag.
6. The people are well educated.	

c. Correct the mistakes in the following sentences, selected from the exercises of a class of boys and girls from 10 to 14 years of age :

1. The english olives are the best.
2. The hollandish language is spoken in Holland.
3. That man has a high roman nose.
4. Washington caused the brittish army to surrender.
5. The vessel sailed under the Peruish flag.
6. The norweigen winter is very cold.
7. itallian marble is the finest.
8. Chillian olives are best.
9. The Icelandish winter is very cold.
10. The dutch language is spoken in Holland.

XXXVIII. — HOW ADJECTIVES ARE MADE.**1.** What Adjective may be formed from the noun *fruit* ?The Adjective *fruitful*.**2.** What does the suffix *ful* mean ?*Full of, or of the nature of.***3.** What other Adjective may be formed from *fruit* ?The Adjective *fruitless*.**4.** What does the suffix *less* mean ?*Without.***5.** What Adjective may be formed from the verb *eat* ?The adjective *cutable*.

6. What does the suffix *able* mean?

That may or can be.

NOTE. — The teacher will call attention to the rules of spelling involved.

EXERCISE 31.

a. Add the suffix *ful* to the following Nouns, and define the Adjectives formed:

1. Hope.
2. Fear.
3. Mercy.
4. Health.
5. Doubt.
6. Fancy.

b. Add the suffix *less* to the following Nouns, and define the Adjectives formed:

1. Noise.
2. Hope.
3. Penny.
4. Friend.
5. Fear.
6. Mercy.

c. Add the suffix *able* to the following Verbs, and define the Adjectives formed:

1. Tax.
2. Blame.
3. Teach.
4. Love.
5. Purchase.
6. Reason.

d. Select from the Reader three Adjectives ending in *ful*, three Adjectives ending in *less*, and three Adjectives ending in *able*.

XXXIX. — REVIEW OF ADJECTIVES.

Kinds of Adjectives.	LIMITING.....	<table border="0"> <tr> <td rowspan="2">This, that, Some, any, Three, no.</td><td>Limit nouns in the extent of their meaning.</td></tr> </table>	This, that, Some, any, Three, no.	Limit nouns in the extent of their meaning.
This, that, Some, any, Three, no.	Limit nouns in the extent of their meaning.			
	DESCRIPTIVE..	<table border="0"> <tr> <td rowspan="2">Large, small, Good, bad, Pretty, ugly.</td><td>Name qualities of objects.</td></tr> </table>	Large, small, Good, bad, Pretty, ugly.	Name qualities of objects.
Large, small, Good, bad, Pretty, ugly.	Name qualities of objects.			
	PROPER.....	<table border="0"> <tr> <td>American, Parisian, Chinese, Spanish.</td><td>Are quality-words formed from corresponding nouns.</td></tr> </table>	American, Parisian, Chinese, Spanish.	Are quality-words formed from corresponding nouns.
American, Parisian, Chinese, Spanish.	Are quality-words formed from corresponding nouns.			

QUESTIONS.

1. How many kinds of Adjectives are there?
2. What are Limiting Adjectives? Give two examples.
3. What are Descriptive Adjectives? Give three examples.
4. What are Proper Adjectives? Give four examples.

XL.—COMPOSITION-LESSON.

☞ Write a short composition by answering the following questions. *Be careful that each answer is a complete sentence.*

1. Are apples a cultivated or a wild fruit?
2. Where do they grow?
3. Is there more than one kind of apples?
4. What are some of the best kinds of apples?
5. For what are apples used?
6. What drink is made from apples?
7. How are dried apples prepared?

CRITICISM OF COMPOSITIONS.

In order to illustrate some of the kinds of errors made by beginners in writing compositions, two specimens of actual work on the questions given above, by a grammar class, are here printed precisely as written.

EXAMPLE 1.—(1) The apple is a cultivated fruit, (2) it grows in both warm and mild climates, (3) there is more than one kind of apples, such as the Belle Flower, etc., (4) they are used for cooking, eating, etc. (5) Cider is made from the apple, (6) they are prepared by first cutting them in pieces, and then putting them in the sun on long strings.

In this composition there are intended to be *six* sentences; but the fourth and the last alone end with a period: the others end with the comma. The capitalizing is very defective: in the second, third, fourth, and sixth sentences, the first words begin with small letters in place of capitals.

EXAMPLE 2.—(1) The apple is a cultivated fruit (2) Apples grow in warm climates (3) There is more than one kind of apples (4) The belle flower apple (5) Apples are used for eating, cooking, and baking, (6) Cider is made from apples (7) The juice is taken out of them and they are dried in the sun

Here not one of the sentences ends with a period. This is a gross error. The fifth sentence ends with a *comma*, which of course is

wrong. We notice that the answer to question 4 is not a sentence, because it does not contain a Verb. It might be completed by saying, "The Belleflower apple is one of the best kinds." *In writing compositions from questions scholars must be very careful to make each answer a complete sentence.* The last sentence has not the full form required to answer the question. It should state that "Dried apples are prepared by," etc.

EXERCISE 32.

☞ Scholars are to correct the *spelling*, *capitalizing*, and *language* of the following sentences. They are from actual compositions.

1. Dried apples are prepared by slicing the apples into thin peaces and then place them in the sun and let them dry.
2. Dry apples are prepared by getting pealed and then cut them into pieces and dried in the sun
3. Apples are pealed then cut in to pieces and then laid on boards to dry, and when they are dried they are called dried apples.
4. The apple is a cultivative fruit.
5. Dried apples are squeezed till all the juice is out and are dried in the sun.
6. Apples are used for Pies, Sauce, Jelly, and other things.
7. There are more than one kind of apples.
8. There are a grate many kinds of appels
9. Apples are used for cooking and to eat.

XLI.—KINDS OF ADVERBS.

1. What is an Adverb ?

An Adverb is a how, when, or where-word.

2. With what words are Adverbs generally used ?

With Verbs.

☞ Scholars may write the following sentences :

1. Ella reads distinctly, and writes well.
2. John may begin immediately.
3. If you will not come here, I shall go there.

Reads *how*? Writes *how*? Begin *when*? Come *where*? Go *where*?

3. With what kind of words have all these Adverbs been used ?
They have all been used with Verbs.

☞ Write this sentence : *The sun is VERY large and EXCEEDINGLY hot.*

Large in what *degree* ? Hot in what *degree* ?

4. With what kind of words are *very* and *exceedingly* used ?
With Adjectives.

☞ Write this sentence : *Mary sings VERY sweetly and plays QUITE correctly.*

Sweetly in what *degree* ? Correctly in what *degree* ?

5. With what kind of words are *very* and *quite* used ?
With Adverbs.

☞ We have thus seen that Adverbs may be used to limit Verbs, Adjectives, and other Adverbs.

6. What classes of words do Adverbs limit ?

Adverbs limit Verbs, Adjectives, and other Adverbs.

EXERCISE 33.

a. Add Adverbs to the following sentences :

1. Time flies ...*how*...
2. The moon shines ...*how*...
3. He answered the call ...*when*...
4. The sluggard rises ...*when*...
5. ...*where*... are two lions,
- and ...*where*... are two tigers.
6. He gave me a ...*degree*... sweet apple.
7. We could not go out, because it was ...*degree*... cold.
8. The parrot chatters ...*how*...

b. In each of the following sentences supply an Adverb making proper sense :

MODEL: "THE GIRL SEWS NEATLY."

1. The girl sews	6. We live
2. The rain poured	7. Eliza came
3. They listen	8. The baby sleeps
4. We studied	9. Speak to the unfortunate.
5. The lion roared	10. The vessel will sail

XLII. — COMPOSITION-LESSON.

ABBREVIATIONS.

RULE. — Abbreviations of titles must always begin with capitals and end with a period.

NOTE. — An abbreviation of a title is a short way of writing a title so as to save the trouble of writing it out in full ; thus, in place of writing *Professor Morse* we write *Prof. Morse*.

The following are some common abbreviations of titles :

Mr. stands for Mister.	Esq. stands for Esquire.
Mrs. " " Mistress.	Prof. " " Professor.
Gen. " " General.	Hon. " " The Honorable.
Col. " " Colonel.	Supt. " " Superintendent.

NOTE. — When you write Mr. before a name, take care never to write Esq. after it. Sometimes ignorant people write such names as "Mr. J. Smith, Esq." Now it should be either "Mr. J. Smith" or "J. Smith, Esq."

EXERCISE 34.

Correct the errors in the use of *capitals*, the *period*, etc. :

1. Last sunday we went to church with g. Jones esq
2. Washington attacked the British at trenton on christmas day, dec. 25, 1775.
3. We were visited by prof Murray, hon. Gould Brown and mr and mrs Smith
4. gen. Israel Putnam was a brave soldier,
5. miss Sarah Pond came to see us yesterday.
6. We went to see a beautiful play which was written by mr. Charles Roby Esq.

Common Errors.

Incorrect.

Correct.

1. Has the boys gone ?
2. I can write better than him.
3. He dont know nothin' about it.
4. I can't hardly tell.
5. He had n't ought to had it.

Have the boys gone ?
I can write better than he.
He does not know anything about it.
I can hardly tell.
He ought not to have had it.

XLIII.—HOW ADVERBS ARE MADE.

1. What Adverb may be formed from the word *brave*?

The Adverb *bravely*.

2. What suffix is used?

The suffix *ly*.

3. What is its meaning?

It means *like*.

NOTE.—The suffix *ly* is a contraction of *lic*, the old English word *like*; thus *bravely* = *brave-like*.

4. To what kind of words is *ly* added in order to form Adverbs?

To *Adjectives*.

☞ Add the suffix *ly* to each of the following words, so as to form Adverbs. Define them:

1. Wise.
2. Kind.
3. Sweet.
4. Terrible.
5. Fearful.
6. Exceeding.
7. Busy.
8. Extreme.
9. Immediate.
10. Prodigious.
11. Enormous.
12. Comfortable.
13. Religious.
14. Dear.
15. Hopeful.

XLIV.—COMPOSITION-LESSON.

USE OF CAPITALS.

RULE.—The names of the months, of the days of the week, and of holidays, but not of the seasons, must begin with capitals.

January,
February,
March,
April, etc. } Names of months.

Monday,
Tuesday,
Wednesday,
Thursday, etc. } Days of the week.

Christmas,
Fourth of July,
Thanksgiving Day,
New Year's Day. } Holidays.

EXERCISE 34.

a. Write the following :

1. The name of the twelfth month.
2. The name of one of the seasons.
3. The name of the month of flowers.
4. The names of the three coldest months.
5. The names of the three hottest months.

b. Write the following form, using your own name, and substituting the very day, month, and year in which you write : "I, Samuel T. Goodfellow, sign this deed on Tuesday, July 4, 1876."

c. Write a sentence, stating the day, month, and year of your birth.

MODEL.

*I, John Greenwood, was born on Wednesday,
May 2, 1864.*

d. Write the following :

1. A sentence using the word *Sunday*.
2. A sentence using the word *Friday*.
3. A sentence using the word *Monday*.
4. A sentence using the name *Christmas*.
5. A sentence using the name *Fourth of July*.
6. A sentence using the name *Decoration Day*.
7. A sentence using the word *spring*.

NOTE. — The name *Wednesday* is often written or pronounced as if it were *Wedensday* (sometimes *Wensday*); the word *February* is often written and pronounced as if it were *Febuary*: be very careful to avoid both these errors.

Common Errors.

Incorrect.

1. Go to wonst.
2. It was spoke well.
3. They knowded better.
4. It is me.
5. Was it her ?

Correct.

1. Go at once.
2. It was spoken well.
3. They knew better.
4. It is I.
5. Was it she ?

XLV.—PERSONAL PRONOUNS.

1. What is a Pronoun ?

A Pronoun is a word that stands for a Noun.

☞ Scholars may write the following sentences :

1. *I* must learn, and *you* may teach me.

2. James is at the head of his class because *he* is attentive.

2. What use has the word *I* in the first sentence ?

It represents the person who is speaking.

3. What use has the word *you* in the first sentence ?

It represents the person spoken to.

4. What use has the word *he* in the second sentence ?

It represents the person spoken of (or stands for the noun *James*).

☞ Pronouns that represent the speaker, the person spoken to, or the person spoken of, are called PERSONAL PRONOUNS.

5. What is a Personal Pronoun ?

A Personal Pronoun is a pronoun that represents the person speaking, the person spoken to, or the person spoken of.

6. What are the Personal Pronouns *I* and *we* called ?

They are called Personal Pronouns of the *first person*.

7. What is the Personal Pronoun *you* called ?

It is called the Personal Pronoun of the *second person*.

8. What are the Personal Pronouns *he*, *she*, *it*, and *they* called ?

They are called Personal Pronouns of the *third person*.

☞ Copy on slates or paper the following table of the Personal Pronouns :

<i>One.</i>	<i>More than one.</i>
First person, I.	First person, We.
Second person, You.	Second person, You.
Third person, He, She, It.	Third person, They.

EXERCISE 35.

Tell whether the Personal Pronouns are of the *first*, *second*, or *third person*:

1. You may go.
2. I came yesterday.
3. Tell Mary that she is wanted.
4. They will return to-morrow.
5. He is very kind.
6. I cannot tell you where he is.
7. The moon is a satellite, because it revolves around the earth.
8. We sent them to school.
9. You are all afraid.
10. The dog was hurt, but it was not killed.

XLVI. — COMPOSITION-LESSON.

☞ Scholars may copy on their slates the following little composition by a beginner: it is on the subject given in Lesson XL. p. 40:

Apples are a cultivated fruit. Apples grow in temperate regions. There are more than one kind of apples. Some of the best kinds of apples are the Seek-no-further and the Spitzenburg. Apples are used for cooking and to eat. Cider is made from apples.

This composition illustrates a very common fault in beginners' work, namely, the repetition in every sentence of the name of the subject,—in this case the word *apple* or *apples*. There are six sentences, and each contains this word. Now, there are two ways of avoiding this way of writing. The first is to use *pronouns*; the second, to use a descriptive word having the same meaning as the subject spoken of. Thus, in sentence 2, the pronoun *they* might be used in place of *apples*. Sentences 3 and 4 might be united thus: "There are more than one kind of apples, the Seek-no-further and the Spitzenburg being among the best varieties." In sentence 5, "this fruit" might be used in place of *apples*. In sentence 6, "it" (standing for "this fruit") will take the place of *apples*.

☞ Scholars should rewrite this composition, making the changes pointed out and putting the whole in a paragraph of five sentences. *When the exercise is done, let the scholars exchange slates for criticism, or let one or more of the exercises be placed on the blackboard and made the basis of oral criticism.*

XLVII. — RELATIVE PRONOUNS.

☞ Scholars may write the following sentences :

1. The teacher sent for the boy, *who* immediately came.
2. The ship *which* was wrecked sailed from Portsmouth.
3. We chased away the dog *that* barked.

1. In the first sentence, *who* (is it said) *came* ?

The *boy*.

☞ Correct ; for the sentence is the same as if we should say, “The teacher sent for the boy, and *the boy* immediately came.”

2. In the second sentence, *what* was wrecked ?

The *ship*.

3. In the third sentence, *what* barked ?

The *dog*.

4. For what are the words *who*, *which*, and *that* used ?

They stand for *boy*, *ship*, and *dog*.

5. What then shall we call them ?

Pronouns.

☞ These are pronouns because they stand for nouns ; but they are not Personal Pronouns. They are called *Relative Pronouns*, because they *refer back*, or relate to some noun already named.

6. When do you use *who*, when *which*, and when *that* ?

Who is applied to persons only ; *which*, to the lower animals and to lifeless things ; *that*, to persons, animals, or things.

EXERCISE 36.

a. Point out the *Relatives*, and the noun to which each refers :

1. The lady *who* called yesterday has gone to Europe.
2. The horse *which* he bought was lame.
3. John has a bird *which* he caught in a trap.
4. William Shakespeare, *who* wrote great dramas, was born in 1564.
5. The teacher praised all the pupils *that* were promoted.
6. Many are the strange tales *which* he tells.

b. Supply *Relative Pronouns* :

1. The letter you wrote never arrived.
2. The lady wore the mauve dress was much admired.
3. We saw the lion was

spoken of in the papers. 4. I found the dog was lost. 5. It was I lost the book. 6. That is the ship arrived yesterday from India.

XLVIII. — COMPOSITION-LESSON.

USE OF CAPITALS.

I. The personal pronoun "I" must always be written as a capital letter.

II. The names of the Supreme Being, and personal pronouns representing them, begin with capitals; as, "We know that *God* is good, and that *He* is wise."

EXERCISE 37.

Correct the errors in the use of capitals :

1. come to me, O ye children, for i hear you at your play.
2. Our father who art in Heaven, hallowed be thy Name.
3. Remember thy creator in the days of thy youth.
4. Last sunday i went to church with Sister.

<i>Incorrect.</i>	Common Errors.	<i>Correct.</i>
1. Who did she marry ?	Whom did she marry ?	
2. What for did she go ?	Why did she go ?	
3. Me and John Brown went a fish- ing.	John Brown and I went a fishing.	
4. 'Taint no use trying.	It is of no use trying.	

XLIX. — INTERROGATIVE PRONOUNS.

☞ Scholars may write the following sentences :

1. *Who* said so ?
2. *Which* of us shall go ?
3. *What* does he want ?

1. What is the use of the words *who*, *which*, and *what* in these sentences ?

They are used in asking questions.

☞ These pronouns are called INTERROGATIVE PRONOUNS.

2. What are the *Interrogative Pronouns*?

The Interrogative Pronouns are the words **WHO**, **WHICH**, and **WHAT**, used in asking questions.

3. What mark is used to close a sentence beginning with an Interrogative Pronoun?

The interrogation-point, marked thus (?).

EXERCISE 38.

Tell which pronouns are *Relative* and which *Interrogative*:

1. Who was it that took my cap?
2. Did you inquire who he was?
3. He asked me if I knew who was going to the party.
4. Which of you broke that pane of glass?
5. I asked the first man that I met which was the road to Sonora.
6. What is the reason that you do not like arithmetic?
7. The man who stole the watch was punished.
8. This is the dog that worried the cat that killed the rat that eat the malt that lay in the house that Jack built.

L. — COMPOSITION-LESSON.

USE OF CAPITALS.

RULE. — The first word in every line of poetry must begin with a capital letter.

EXERCISE 39.

a. On slates or paper copy the following stanzas:

1.

And out again I curve and flow
To join the brimming river ;
For men may come and men may go,
But I go on forever.

2.

And Irish Nora's eyes are dim
For a singer dumb and gory !
And English Mary mourns for him
Who sang of " Annie Laurie."

- b.** Copy from the Reader any selected piece of poetry.
- c.** Write on paper from memory any piece of poetry that you know by heart.

LI.—ADJECTIVE PRONOUNS.

☞ The teacher should write the following sentences on the blackboard :

1. *That* man has a house : it is not so large as *that* of your uncle.
2. *Some* men covet wealth ; *some* covet honor.
3. One scholar may read ; *another* scholar may write ; *another* may cipher.

1. In the first sentence, *that* (man) is what kind of word ?

An *Adjective*, because it limits *man*.

2. In the other use of *that*, in the same sentence, is it an *Adjective* ? It is used without a noun ; and, as it stands for a noun (*house*), it has the use of a *Pronoun*.

3. In the second sentence, what two uses has the word *some* ? It is used, first, as an *Adjective* ("some men"), and, secondly, as a *Pronoun* ("some covet honor").

4. In the third sentence, what two uses has the word *another* ?

It is used, first, as an *Adjective*, and, next, as a *Pronoun*.

☞ These Pronouns are called *Adjective Pronouns*.

5. What is an *Adjective Pronoun* ?

An *Adjective Pronoun* is an *adjective* that may be used to represent a noun.

6. Name twelve *Adjective Pronouns* ?

This, that, these, those, all, some, few, each, many, mine, yours, theirs.

EXERCISE 40.

Point out the *Adjective Pronouns* :

1. I like this better than that.
2. This book is mine ; that is his.

3. Some believe the stars are inhabited.
4. Many are called, but few are chosen.
5. Have you any money ? I have some.
6. None knew him but to love him.
7. Let each esteem the other better than himself.

LII.—REVIEW OF PRONOUNS.

Kinds of Pronouns. { Personal,
 Relative,
 Interrogative,
 Adjective.

QUESTIONS.

1. What is a Personal Pronoun ? Give the Personal Pronoun, first person singular ; first person plural. Give the Personal Pronoun, second person, singular and plural. Give the Personal Pronoun, third person, singular and plural.
2. What are the three Relative Pronouns ? What is meant by the antecedent ? When is *who* used ? when *which* ? when *that* ?
3. Name the three Interrogative Pronouns.
4. What is an Adjective Pronoun ? Give five examples.

LIII.—COMPOSITION-LESSON.

USE OF QUOTATION MARKS.

In the course of a composition it will often be necessary to represent a person as actually speaking. This is called *direct* speech, and is contrasted with *indirect* speech, which gives the words as reported by another. In writing direct speech the following points are to be observed :

- I. The words of the speaker are to be enclosed in *quotation marks* (" "); as, Henry Clay says, "I would rather be right than be president."
- II. The introductory statement, as *Jefferson said, he replied*, etc., is to be followed by the comma.

III. The first word of the direct speech must always begin with a capital letter.

IV. When the speech is divided by expressions like *said he*, *replied she*, etc., these expressions are to be set off by commas, and not included within the quotations. Thus: "I would rather," said Henry Clay, "be right than be president."

1. What is direct speech ?

Sentences which represent a person as actually speaking.

2. What is indirect speech ?

Sentences which give the words as reported by another.

EXERCISE 41.

Copy the following story, giving particular attention to the punctuation :

THE QUARREL ABOUT A NUT.

Two little boys found a walnut under a large walnut-tree, near the village. "It is mine," cried Harry, "for I saw it first." "No, it is mine," cried Robert, "for I picked it up." Thus they quarrelled loud and long about who should keep the nut.

"I shall end the dispute," said a young man, who came up and stepped in between them. He took the nut, opened it gravely, and said, "Here is the shell in two halves,—one half-shell is for the boy who saw the nut first; take it, Harry: the other half-shell is for the boy who picked the nut up; there it is, Robert. As for the kernel, I shall keep it myself, as a reward for my trouble in settling the matter." So the young man ate the kernel, and, as he was walking away, he said, "My lads, the end of most quarrels is, that people lose what they quarrel about."

Robert and Harry stood with the two pieces of shell in their hands. They looked first at them, and then at each other, and burst out laughing.

"I think it serves us right," said Harry. "I am sure it does," said Robert. "Another time, Harry, we will divide our nuts for ourselves, and be content with a fair share."

☞ As a composition-exercise write out the preceding story from dictation, and compare with the book for punctuation and quotation marks.

LIV.—BLACKBOARD REVIEW.

NOUN.....	{ Proper, Common.
VERB.....	{ Transitive, Intransitive.
ADJECTIVE.	{ Limiting, Descriptive, Proper.
ADVERBS...	{ How-kind, When-kind, Where-kind, Denoting degree.
PRONOUN...	{ Personal, Relative, Interrogative, Adjective.

NOTE.—These are the five main KINDS of words, with the CLASSES into which each kind is divided. The other three kinds of words—*Conjunctions*, *Prepositions*, *Interjections*—are not reviewed here, because they are not divided into separate classes.

WRITTEN EXAMINATION.

1. What is a Proper Noun? Write a sentence containing two proper nouns,—the first the name of a person, the second the name of a place. Write your own name, and give the reason for the capitalizing and punctuation.

2. Give a common noun ending in *er*. Give a common noun ending in *ness*. Write five common nouns, the names of things you can see. Write two common nouns,—names of things not seen, but *felt*.

3. Take these sentences: 1. “The sun shines.” 2. “Tailors make clothes.” 3. “Columbus discovered America.” 4. “Children cry.” Which Verbs make complete sense without an object? Which require an object? Which Verbs are Transitive, and which Intransitive?

4. Take this sentence: “Some flowers have beautiful colors.” What two Adjectives in this sentence? Which merely *limits*? which *describes*? What is a Limiting Adjective? a Descriptive Adjective? Write a sentence containing an Article, a Limiting Adjective, and a Descriptive Adjective.

5. Which three kinds of Adverbs are used to limit Verbs ? Which kind is used to limit Adjectives and other Adverbs ?

6. What Personal Pronoun shall I use when I mean myself and several other persons present ? In the following sentence use personal pronouns for the italicized nouns : When *Ellen* returned, *Ellen* asked *Ellen's* brother if *Ellen's brother* would play at croquet.

7. Write a sentence containing a Relative Pronoun and an Interrogative Pronoun.

LV. — COMPOSITION-LESSON.

The following tale should be read aloud by the teacher, and the scholars are then to write out what they can remember. This is called an Abstract from Memory.

A FAIRY TALE.

Once there lived a poor woman, who had two daughters. The elder daughter, who was lazy, was always wishing for money, so that she could dress in silks and satins, and live without work. "I wish I could work and earn some money, to buy mother a cow and some chickens," said the younger sister. Their mother told them not to wish for silks or money, but to go to the well and get some water for washing their old clothes. The indolent sister said she could not carry water ; but the younger one took the pail and went to the well. She met there a very old woman, who asked for a cup of water. Effie kindly gave her the water. "Little girl," said the old lady, "what were you wishing for a little while ago ?" Effie told her that she wished for money to help her mother, who had to work very hard. "My dear, shut your eyes, and drink from this bottle," said the old woman. Effie did so, and then took her pail of water and went home. "Dear mother"—but no sooner had she opened her mouth than out fell pearls and diamonds enough to make her mother very rich. The old fairy woman had rewarded Effie because she was good to her mother.

BLACKBOARD CRITICISM.

When the compositions are written, one of them may be placed on the blackboard as a basis of class criticism.

☞ As an example take the following composition :

Once ther was an old woman which had two daughters. the eldest daughter said I wish I was ritch and had fine clothes and could live in the city, but the youngest one said I wish I was ritch and I would by mother, a cow, pig and hens but the mother said it is no use to wish for we cant have them ; so the mother said to the eldest daughter go and get some water and wash your clothes. she said I cant carry the water it is to heavy ; but the youngest one went and got some but when she was there there was an old woman ther and Effie said to her would you like a glass of water and she took it and then the old woman said what was you wishing for before you came here and the old woman said was you wishing for a new dress and jewels ? but Effie said O no I want to be ritch and the old woman told her to shut her eyes and drink some water and she drank some and then went home. When she got home just as she opened her mouth to tell her mother a whole mouthful of gold, silver, and pearls came poaring out. This was the reward of her beeing gool to her mother.

☞ Pupils will rewrite this composition, correcting the faults and improving it in every respect possible.

LVI.—REVIEW OF PUNCTUATION.

I. USE OF CAPITALS.

☞ There should be a capital

1. At the beginning of every sentence.
2. At the beginning of proper nouns and proper adjectives.
3. At the beginning of the first word in every line of poetry.
4. At the beginning of abbreviations of titles.
5. At the beginning of the names of the months and days of the week.
6. At the beginning of the names of the Deity and of personal pronouns representing them.
7. The pronoun *I* and the interjection *O*, and single letters used in abbreviation of proper nouns, must be written in capitals.

II. USE OF THE COMMA.

RULE 1.—Three or more nouns, pronouns, adjectives, verbs, or adverbs, used in the same way, should be separated by commas. Thus :

NOUNS : *Gold, silver, tin, and iron* are four of the principal metals.

PRONOUNS : *You, he, and I* stand equally well in our class.

ADJECTIVES : We received a basket of *fine, sweet, luscious* oranges.

VERBS : Boys *play, study, and recite* in the course of the day.

ADVERBS : Men should conduct themselves *wisely, prudently, and righteously*.

RULE 2.—When there are only two nouns, pronouns, adjectives, etc., not joined by a conjunction, they are separated by a comma.

RULE 3.—When there are only two nouns, pronouns, adjectives, etc., and they are connected by a conjunction, the comma is generally omitted. Thus,—

1. Boys and girls go to school.
2. Great and good men are respected.
3. We suffer and grow strong.
4. He acted wisely and well.

EXERCISE 42.

Insert *commas* in the following sentences where required :

1. Raisins figs oranges and nuts are exported from Spain.
2. Rocks and waves delay the shattered bark.
3. Helen can play sing dance and embroider.
4. The good will form hereafter stronger purer holier ties.
5. Slowly sadly they laid him down.
6. Children should love honor and obey their parents.
7. James or John must go.
8. New York or the Empire State contains nearly four million people.
9. A very tall slender dark-faced man appeared.
10. Is it you or I?
11. A clear bright morning.
12. General Wolfe died bravely nobly.

SECTION III.

CHANGES IN THE FORM OF WORDS.

LVII. — NOUNS: Number.

1. What is the difference in meaning between *book* and *books*? *Book* means just *one* book; *books* means *more* than one.

How many are meant by *houses*? More than one.

How many are meant by *man*? Just one is meant.

☞ Tell whether each of the following words means one thing or more than one:

Apples, son, leaves, joys, star, stones, children, hero, kings, laborer, fruits, shoe, bag, bears, ink, cart, window, gooseberries, thieves, ship, ropes, streets, men, geese, gates, wheel, bottle, pens, gardens.

2. How do you know when one is meant?

By the form of the word.

☞ The form of the noun is called *Number*.

3. What is Number?

Number is the form of a noun denoting one or more than one.

☞ When the noun means only *one*, it is said to be of the SINGULAR number. When it means *more* than one, it is said to be of the PLURAL number.

RULE. — The Plural is formed by adding “s”; as, *book*, *books*; or, where the pronunciation requires it, “es”; as, *fox*, *foxes*.

NOTE. — When we write *s* after nouns ending in *s*, *sh*, *ch*, *x*, or *z* we are not able to sound the *s* which we add. Hence we must add *es*, and pronounce it as a separate syllable; thus, *class*, *class-es*; *fox*, *fox-es*.

EXERCISE 43.

a. Write the *plurals* of the following :

1. Hat.
2. Sister.
3. Slate.
4. Box.
5. Friend.
6. Match.
7. Window.
8. Volcano.
9. Wish.
10. Hero.
11. Brother.
12. Elephant.

b. From an assigned lesson in the Reader select all the nouns, and state whether each is singular or plural.

LVIII.—WRITING PLURALS.

Sing. in Y.—Nouns ending in *y*, preceded by a CONSONANT, change the *y* for *ie* in the Plural ; as, *lady, ladies*. But if the *y* is preceded by a VOWEL, the *y* is not changed in the Plural ; as *boy, boys*.

Sing. in F or FE.—Nouns ending in *f* or *fe* change the *f* for *v* in the Plural ; as, *calf, calves* ; *life, lives* : EXCEPT *brief, chief, grifc, handkerchief* ; *hoof, proof, roof* ; *scarf, wharf, dwarf* ; *turf, gulf* ; *fife, strife, safe*. Nouns in *ff* do not take *v* ; as, *stuff, stuffs* : EXCEPT *staff*, which has the plural *staves*.

EXERCISE 44.

a. Write the *plurals* of the following nouns :

1. Bay.
2. Galley.
3. Quality.
4. Hoof.
5. Proof.
6. Loaf.
7. Toy.
8. Half.
9. Cuff.
10. Quantity.
11. Donkey.
12. Party.
13. Moiety.
14. Cliff.
15. Wife.
16. Muff.
17. Fly.
18. Story.
19. Lily.
20. Potato.
21. Wharf.
22. Chief.
23. Posey.
24. Valley.
25. Joy.

b. From the Reader select plural nouns illustrating the above two rules.

LIX.—VERBS WITH NOUNS.

 Scholars may write the following sentences :

1. The boy *turns*. The boy *changes*.
2. The boys *turn*. The boys *change*.

1. What is the *number* of *boy*?

Singular number.

2. What is the *number* of *boys*?

Plural number.

3. The *verbs* used with *boy* are what?

Turns, changes.

4. The *verbs* used with *boys* are what?

Turn, change.

5. What difference do we observe in the *form* of these verbs?

When the verb is used with a singular noun, its form is *turns, changes*; but when used with a plural noun its form is *turn, change*.

6. What difference is there in the use of the *s* as joined to *nouns* and to *verbs*?

The *s* is the sign of a plural *noun*, but of a singular *verb*.

NOTE. — The teacher will call the attention of pupils to the fact that in forming the singular of verbs the same changes occur as in forming the plural of nouns. Thus, when the sound requires it, *es* is added; when final *y* is preceded by a consonant it is changed for *ie*, etc.

EXERCISE 45.

a. Write these sentences so that the nouns and verbs shall be in the *plural number*; thus:

Singular.

1. The sparrow flies.
2. A locomotive moves.
3. The angel weeps.
4. The farmer surveys his field.
5. The lady beautifies herself.
6. The whale blows.

Plural.

1. The sparrows fly.
2. The locomotives
3. The angels
4. The farmers their fields.
5. The ladies themselves.
6. The whales

b. Write these sentences, so that the nouns and verbs shall be in the *singular number*; thus:

<i>Plural.</i>	<i>Singular.</i>
1. The horses run.	The horse runs.
2. Boys play.	The boy
3. The stars shine.	A star
4. Cats scratch.	The cat
5. The rivers rush.	The river
6. The oxen go.	The ox
7. Women marry.	The woman

c. Correct the errors in *nouns* and *verbs*:

1. Dogs always likes to bark.
2. Does those men live here ?
3. Cattle and horses eats grass and hay.
4. The hounds hunts foxes.
5. The squirrel in the trees eat chestnuts.
6. The girls goes to school, but the boys stays at home.

LX. — NOUNS AND VERBS: Irregular Forms.

1. What are the plurals of *man*, *woman*, *child* ?

Men, women, children.

2. What are the plurals of *foot*, *goose*, *tooth* ?

Feet, geese, teeth.

3. What are the plurals of *ox*, *sheep*, *deer* ?

Oxen, sheep, deer.

4. Are these plurals formed in the regular way ?

They are not; for most nouns form their plural by adding *s*, or, when the sound needs it, *es*.

5. What, then, may we call such plurals ?

Irregular plurals.

6. In what way is the plural of most *verbs* formed ?

By dropping the final *s* of the singular.

☞ There are irregular plurals of verbs, as there are of nouns: thus,—

- The plural of *am* is *are*.
- The plural of *is* is *are*.
- The plural of *was* is *were*.
- The plural of *has* is *have*.
- The plural of *does* is *do*.

EXERCISE 46.

a. Make both nouns and verbs *plural*:

MODEL: THE CHILDREN ARE HAPPY.

1. The child is happy.
2. My tooth has decayed.
3. The ox was drawing the plow.
4. This sheep does not yield much wool.
5. In savage countries woman does hard work.
6. The gentleman was late for the train.

b. Correct the errors in *nouns* and *verbs*:

1. What boys has been disturbing my desk ?
2. Three blind mice was running after the farmer's wife.
3. Does the deer shed their horns every year ?
4. The children goes to school every morning.
5. Every tooth in his head were gone.
6. The geese was swimming in the pond.

XLI. — COMPOSITION-LESSON.

AN EXERCISE OF THE IMAGINATION.

Write an imaginary story on whichever of the following subjects suits you best :

1. "My Trip to the Moon."
2. "A Little Girl and her Lamb."
3. "A Boy and a Purse of Gold."
4. "Autobiography of a Pin."
5. "Autobiography of a Doll."

NOTE. — An "Autobiography of a Doll" means the history of its life, supposed to be written by itself.

LXII.—NOUNS: Possessive Singular.

☞ Scholars may write the following sentence :

The *girl* has a book, and the *girl's* book is here.

1. In this sentence, what two *forms* of the same word have we ?

The form *girl* and the form *girl's*.

☞ We notice, if we look carefully, a difference in the *use* of these words. *Girl* is the name of what we are talking about: we say that "the *girl* has a book"; but in the next part of the sentence we are not talking about the girl, but about her *book*.

2. What is the simple form of a noun, as *girl*, called ?

The *Subject* form (or Nominative case).

3. What is the form of the noun shown in the word *girl's* called ?

The *Possessive* form (or case).

4. Give the rule for writing the possessive singular of nouns.

RULE. — The possessive singular of a noun always takes the apostrophe and s ('s).

EXERCISE 47.

a. Write the *Possessive Singular* of the following nouns :

1. Friend. 2. Lady. 3. Calf. 4. Man. 5. Professor. 6. Jeweler.

b. Supply the *Possessive* sign :

1. Mary has lost Jane... book. 2. John did not comply with his parent... command. 3. Charles... task is very difficult. 4. The women... trials were very great. 5. A boy... taste changes as he grows older. 6. The judge... pay is \$5000.

c. Correct the errors in the *Possessive* forms :

1. The cheese dropped into the fox mouth. 2. The lady's muff is made of fur. 3. The woman's shoes were bought here. 4. Jame's coat is torn. 5. The man's hands were tied. 6. The hero's harp was mute.

d. Change the italicized expressions by means of *Possessive Forms*:

MODEL.

The bonnet of *the lady* = the lady's bonnet.

1. The bonnet of *the lady*.
2. The house of *a friend*.
3. The wishes of *our mother*.
4. The delays of *the law*.
5. The wrong of *the oppressor*.
6. The tail of *the sheep*.

LXIII.—NOUNS: Possessive Plural.

 Scholars may write the following sentence :

Ladies wear shoes, and *ladies'* shoes are sold here.

1. In this sentence, what two forms of the same word have we ?
The form *ladies* and the form *ladies'*.

2. What form is *ladies* ?

The *Subject* form.

3. The form *ladies'* ?

The *Possessive* form.

4. Give the rule for forming the possessive plural of nouns.

RULE. — The possessive plural of nouns is formed by writing the apostrophe after the subject plural.

 There are exceptions to this rule. The few *irregular* nouns, as *man, men*; *child, children*, etc., which do not form their Subject plural by the addition of *s*, take 's for the Possessive plural; thus, *men, men's*; *children, children's*.

EXERCISE 48.

a. Write the Possessive plural of

1. Friend.
2. Lady.
3. Calf.
4. Woman.
5. Ox.
6. Jeweler.
7. Horse.
8. Man.
9. Dog.
10. Girl.

b. Write three sentences, each containing a noun in the Possessive plural.

c. Copy from your Reader sentences containing nouns in the Possessive plural.

LXIV.—REVIEW OF CHANGES IN NOUNS.

I. Nouns undergo but two changes of form in grammar:

1. The change of form to denote the plural number.
2. The change of form to denote the possessive case.

Singular number.

SUBJECT FORM, <i>girl</i> .	POSSESSIVE FORM, <i>girl's</i> .
SUBJECT FORM, <i>lady</i> .	POSSESSIVE FORM, <i>lady's</i> .
SUBJECT FORM, <i>man</i> .	POSSESSIVE FORM, <i>man's</i> .

Plural number.

SUBJECT FORM, <i>girls</i> .	POSSESSIVE FORM, <i>girls'</i> .
SUBJECT FORM, <i>ladies</i> .	POSSESSIVE FORM, <i>ladies'</i> .
SUBJECT FORM, <i>men</i> .	POSSESSIVE FORM, <i>men's</i> .

II. In order to determine the *number* of a Possessive noun, observe the following

RULE.—If the part of the word before the apostrophe is singular, the whole word is singular. If the part of the word before the apostrophe is plural, the whole word is plural.

EXAMPLE.—*Man's life.*

The part before the apostrophe is *man*, which is singular, hence *man's* is singular.

EXAMPLE.—*Ladies' gloves.*

The part before the apostrophe is *ladies*, which is plural, hence *ladies'* is plural.

EXERCISE 49.

State whether the *Possessive Nouns* are singular or plural, and why.

1. Father told a story.
2. Mary's father told a story.
3. The son watched the pilot.
4. The captain's son watched the pilot.
5. Bonnets attracted attention.
6. Girls' bonnets attracted attention.
7. The tailor's coat fitted the apprentice.
8. Paul Jones's sailors captured the ship.
9. The widow's mite pleased Christ.
10. The soldiers' general received a wound.
11. The mason's children drank the milk.
12. The bees' hive contains honey.
13. Charles's clerk obeyed the orders.

LXV. — COMPOSITION-LESSON.

USE OF THE APOSTROPHE.

I. The apostrophe, besides being used in the possessive form, is used to denote the omission of one or more letters.

The following are often abbreviated by the use of the apostrophe:

I'm	= I am.	O'er	= over.
You're	= you are.	Ne'er	= never.
He's	= he is.	O'	= of.
We're	= we are.	I've	= I have.
They're	= they are.	I'll	= I will.
It's	= it is.	He'll	= he will.

II. The pronoun forms "its," "yours," "ours," "hers," "theirs" must never be written with the apostrophe.

EXERCISE 50.

Correct the errors in the use of the *Apostrophe*:

1. Lawrence said, Do'nt give up the ship.
2. You're mistaken in thinking so.
3. Its a pity that bird has lost it's feathers.
4. This is a ladie's and gentlemens' restaurant.
5. Ive my gloves' ; have you your's?
6. Ill be there in a minute ; its' only five oclock now.
7. Tis mine ; tis your's.

Common Errors.	
<i>Incorrect.</i>	<i>Correct.</i>
I hain't got no slate.	I have n't any slate.
Have you spoke your piece ?	Have you spoken your piece ?
It rained right smart.	It rained quite hard.
Not as I knows of.	Not that I am aware of.
The bell was rang.	The bell was rung.

LXVI. — ADJECTIVES: Comparison.

☞ Scholars may write the following sentence :

A pigeon is *small*, a robin *smaller*, but a humming-bird is the *smallest* of the three.

1. What three words here resemble one another?

The words *small*, *smaller*, *smallest*.

2. What is this change in the form of adjectives called?

It is called Comparison.

3. What name is given to the simple form *small*, *near*?

It is called the **Positive** degree.

4. What name is given to the form *smaller*, *nearer*?

It is called the **Comparative** degree.

5. What name is given to the form *smallest*, *nearest*?

It is called the **Superlative** degree.

6. Give the rule for forming the Comparative and the Superlative of Adjectives.

RULE. — **A**djectives generally form their **C**omparative by adding “**e**r,” and their **S**uperlative by adding “**e**st,” to the **P**ositive.

POSITIVE,	great, lovely.
COMPARATIVE,	greater, lovelier.
SUPERLATIVE,	greatest, loveliest.

NOTE. — The following rules for spelling the Comparative and the Superlative degrees of Adjectives must be carefully observed :—

1. When an adjective ends in *c*, drop *e* before *er* and *est*; as, *brave*, *braver*, *bravest*.

2. When an adjective ends in *y*, change *y* for *i* before *er* and *est*; as, *lovely*, *lovelier*, *loveliest*.

3. When an adjective ends in a single consonant preceded by a single vowel, double the consonant on adding *er* or *est*; as, *hot*, *hotter*, *hottest*.

EXERCISE 51.

a. Tell the *degree of Comparison* of the Adjectives :

1. Iron is hard, steel harder. 2. Tin is heavy, gold heavier. 3. Gold is the heaviest of the precious metals. 4. The cherries are riper than the currants. 5. Solomon was the wisest of men. 6. It is nobler to give than to receive.

b. Fill the blanks with Adjectives of the proper degree of Comparison :

1. John is than his brother.
2. She was the sister of the two.
3. The is a lady's dress, the less likely is she to be admired by people.
4. heads than yours have been puzzled.
5. She is the scholar of the three.
6. Solomon was the man that ever lived.

LXVII. — ADJECTIVES : Comparison.

1. What is the Comparative and the Superlative of *beautiful*?
More beautiful; *most beautiful*.

 We do not form the Comparative and Superlative by adding *er* and *est* in such cases, because the addition of these suffixes would make the word too long to please the ear.

2. What is the rule in such cases?

RULE. — **Adjectives of more than two syllables generally form their comparative by putting "more" before the positive, and their superlative by putting "most."**

NOTE. — Certain Adjectives are compared irregularly. Among these are the following :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad,	worse,	worst.
Many,	more,	most.
Far,	farther,	farthest.

EXERCISE 52.

Answer orally the following questions :

1. What is the Comparative of *sweet*? The Superlative?
2. What is the Comparative of *splendid*? The Superlative?
3. What is the Comparative of *homely*? The Superlative?

4. What is the Positive of *best*?
5. What is the Comparative of *worst*?
6. What error in the expression *most beautifulest* bonnet?
7. The *baddest* man: what is the proper word here?
8. Can one thing be *more square* than another?

LXVIII. — COMPOSITION-LESSON.

COMBINING SENTENCES.

A composition made up entirely of short disconnected sentences does not sound well. We may often improve such a composition by joining two or more of the statements. In doing so we must be careful to combine such sentences only as can be connected in sense, and not to use too many *ands*.

EXAMPLE: The Crow and the Pitcher.

Separate Statements.

A crow was ready to die of thirst. He flew with joy to a pitcher. He saw the pitcher at a distance. He came up to it. He found the water very low. With all his stooping he was unable to reach it. Upon this he attempted to break the pitcher. He attempted to overturn it. His strength was not sufficient to do either. At last he saw some pebbles at hand. He dropped a great many of them into the pitcher. He dropped them one by one. In this way he raised the water to the brim. He quenched his thirst. Learn a lesson from this. Skill succeeds. Patience succeeds. Force often fails.

Combined.

A crow that was ready to die with thirst flew with joy to a pitcher which he saw at a distance. Coming up to it, he found the water so low that, with all his stooping, he was unable to reach it. Upon this he attempted to break the pitcher, or to overturn it; but his strength was not sufficient to do either. At last, seeing some pebbles at hand, he dropped them one by one into the pitcher. In this way he raised the water to the brim, and quenched his thirst. From this learn the lesson, that skill and patience succeed where force often fails.

 Make similar changes in the following paragraph :

A hungry dog had picked up a bone. He hurried away with it. He came to a nice clear brook. The brook was crossed by a plank. The

sun shone brightly. The dog's shadow was made vivid in the water. He mistook it for another dog with a bone in his mouth. He coveted the second bone. He made a snap at the shadow. He took fright at his own ugly face. The face seemed to come quite close to him with open jaws. He ran yelping away. He lost both bones. He was thus the victim of his own greediness. He was thus the victim of his own cowardice.

LXIX.—PERSONAL PRONOUNS: Possessive Forms.

☞ Scholars may write the following sentences :

1. *I* lost *my* slate ; *we* lost *our* slates.
2. *You* found *your* book ; *you* three boys found *your* books.
3.
$$\begin{cases} \text{He sold his horse ;} & \text{they sold their horses ;} \\ \text{She brought her lunch-basket ;} & \text{they brought their lunch-baskets ;} \\ \text{It wagged its tail ;} & \text{they wagged their tails.} \end{cases}$$

1. Of what use is *my* ?

It shows *whose* slate is lost.

2. The plural of *I* is *we* ; what is its possessive, or adjective form ?
The form *our*.

3. What is the possessive form of *you* ?
The form *your*.

4. What are the possessive forms of *he*, *she*, *it* ?
The forms *his*, *her*, *its*.

5. What is the possessive form of *they* ?
The form *their*.

☞ The forms *my*, *your*, *his*, etc., have all the *use* of Adjectives because they limit Nouns ; hence they may be called Adjectives, though some name them *Adjective Pronouns*, and others *Pronominal Adjectives*.

EXERCISE 53.

a. Copy the following sentences and draw a line under each Adjective form (Possessive) of the Pronoun :

1. John has lost his book and he cannot find it.
2. You have neglected your duty.
3. I am going to give an account of my last journey.

4. She has washed her hands. 5. My right there is none to dispute.
 6. We pledge our lives and our sacred honor. 7. This flower has lost
 its perfume.

b. Write the following :

1. A sentence containing the Adjective form of the first singular personal pronoun. 2. A sentence containing the Adjective form of the third plural personal pronoun. 3. A sentence containing the second personal pronoun. 4. A sentence containing the first plural personal pronoun.

c. From an assigned lesson in the Reader select all the Adjective forms of the pronoun.

LXX. — PERSONAL PRONOUNS: Possessive Forms.

☞ Compare the two expressions :

This is *my* book. The book is *mine*.

1. What two forms of the same word have we ?
 The forms *my* and *mine*.

2. What use has *my* ?
 It is an Adjective, limiting *book*.

3. What use has *mine* ?
 It represents the words *my book*.

4. What name is given to the form *mine* ?
 It is called a **Possessive Pronoun**.

5. Give the possessive pronoun corresponding to the adjective *their*.
Theirs.

6. Give the possessive pronoun corresponding to the adjective *his*.
 It is the same form, — *his*.

7. Give the possessive pronoun corresponding to the adjective *our*.
Ours.

8. Give the possessive pronoun corresponding to the adjective *your*.
Yours.

9. Give the possessive pronoun corresponding to the adjective *her*.
Hers.

EXERCISE 53.

Answer the following questions, supplying *Possessive Pronouns*.
Thus :

1. Is this your cap ? It is *yours*.
2. Are these their tops ?
3. Whose book is this ?
4. Is that flower yours ?
5. Are these marbles ours ?
6. Are those tops his or yours ?

LXXI.—PERSONAL PRONOUNS: Object Form.

☞ Teacher, writes on the board the following sentences :

1. Mary helps Edward.
2. [She] helps [him].

1. Helps *whom* ?

Helps Edward.

☞ *Edward*, then, is the object of the verb *helps*.

2. What pronoun do we use in place of the subject *Mary* ?
The pronoun *she*.

3. What pronoun do we use in place of the object *Edward* ?
The pronoun *him*.

4. Name the object forms of the personal pronouns.

The object form of *I* is *me*, of *we* is *us*, of *you* is *you*, of *he* is *him*, of *she* is *her*, of *it* is *it*, of *they* is *them*.

RECAPITULATION.

SUBJECT FORMS: I; you; he, she, it; we; they.

ADJECTIVE FORMS: My; your; his, her, its; our; their.

POSSESSIVES: Mine; yours; his, hers, its; ours; theirs.

OBJECT FORMS: Me; you; him, her, it; us; them.

EXERCISE 55.

a. Tell which Pronouns are in the *Subject* form and which in the *Object* form :

1. Send him to me.
2. You told her the truth.
3. The teacher praised us.
4. Do I like you?
5. We admired them very much.
6. It is plain that you see it.

b. In the following sentences substitute *pronoun* objects for the *noun* objects; thus :

We saw *the lion*: we saw *him*.

1. The hunter killed *the she-bear*.
2. The sailors watch *the clouds*.
3. We should love *the truth*.
4. The prisoners heard *the bells* ringing.
5. You must visit *Aunt Emily*.
6. The cat tormented *the mouse*.

LXXII.—FORMS OF THE PRONOUN "WHO."

1. I know the lady *who* saw you.
2. I know the lady *whose* fan this is.
3. I know the lady *whom* you saw.

1. In the first sentence, what *use* has the relative pronoun *who*? It is used as the *subject* of the verb *saw*.

2. In the second sentence, what *use* has *whose*? It is used as an *Adjective*, belonging to *fan*.

3. In the third sentence, what *use* has *whom*? It is used as the *object* of the verb *saw*; *whom* you saw = you saw whom.

4. Now give the three forms of the relative pronoun *who*. They are :

SUBJECT FORM,	who.
ADJECTIVE FORM,	whose.
OBJECT FORM,	whom.

5. Has the interrogative pronoun *who* the same forms as the relative?

It has the same forms: *who*? *whose*? *whom*?

☞ Write these illustrations :

[SUBJECT FORM.] *Who* calls ?

[ADJECTIVE FORM.] *Whose* house was burned ? *Whose* did you say ?

[OBJECT FORM.] *Whom* do you like best ?

EXERCISE 56.

Tell the *form* of the Pronoun :

1. The carpenter whom we employ is quite a man of genius.
2. The thief who stole the silver was arrested.
3. Who did that ?
4. Whom call we gay ?
5. Who steals my purse steals trash.
6. The Greeks had a great captain whose name was Alexander.

LXXXIII. — BLACKBOARD REVIEW: Nouns and Pronouns.

NOUNS.	<i>Number.</i>	Singular. Plural.
	<i>Form.</i>	
PRONOUNS.	<i>Number.</i>	Subject form. Possessive form.
	<i>Form.</i>	
	<i>Number.</i>	Singular. Plural.
	<i>Form.</i>	
	<i>Number.</i>	Subject form. Adjective form.
	<i>Form.</i>	
	<i>Number.</i>	Possessives. Object form.
	<i>Form.</i>	

REVIEW QUESTIONS.

1. What two changes of form do nouns undergo ? How is the plural generally formed ? Spell the plural of *hat*. Of *wife*. Of *lily*. Of *manservant*. Of *echo*.
2. When do you add the apostrophe and *s* to form the possessive plural ? What is the possessive of *potatoes* ? Of *men* ? Of *sheep* ? How is the possessive singular of all nouns formed ? What is the possessive of *Mary* ? Of *Charles* ?
3. When a subject is plural, of what number must the verb be ? *S.* is the sign of what number in nouns ? In verbs ? Why is this sentence incorrect, *The tops of the houses appears* ?

4. What is the comparative degree of the adjective *small*? Of *pretty*? Of *splendid*? When do you generally use the word *more* in forming the comparative? What is the superlative of *sweet*? Of *good*? Of *bad*?

5. What is the adjective form of *he*? Of *she*? What difference between *her* and *hers*? Make a sentence using *my* and *mine*. How do you spell the possessive form of *it*?

6. Is there any difference between the subject and the object form of nouns? How is it with pronouns? What is the object form of *he*? Of *who*?

LXXIV.—COMPOSITION-LESSON.

☞ Write an abstract from memory.

AN INDIAN STORY.

An Indian, on going home to his hut, found out that somebody had stolen a piece of venison, hung up to dry on a tree. After looking all around very closely, he set off in pursuit of the thief, following the tracks in the woods. Meeting two men in the forest, he asked them if they had seen a little old white man who carried a short gun, and who had a little dog with a short tail. They said they had met a man answering to his description, and asked him how he was able to give so exact a description of the thief whom he had never seen.

“I know he is a little man,” said the Indian, “because he heaped up a pile of stones to stand upon in order to get at the venison. I know he is an old man, by his short steps; that he is white, because his steps show that he turns his toes *out*, which no Indian does. His gun I know to be short, from a mark the muzzle made on the bark of a tree against which it had been leaned. That his dog is a small one I know by the tracks, and that his tail is short I found out by the mark it made in the dust where he was sitting down when his master stole the meat.

LXXV.—VERBS: Present and Past.

☞ Write these sentences :

I walk. You walk. James walks. We walk. They walk.

1. In regard to what *time* are these statements made?

In regard to *present* time.

2. By what *name* is the form of a verb to denote present time called ?

It is called the **Present Tense**.

 Write these sentences :

I walked. You walked. James walked. We walked. They walked.

3. In regard to what *time* are these statements made ?

In regard to the *past*.

4. By what *name* is the form of a verb to denote the past called ?

The **Past Tense**.

EXERCISE 57.

Write the following sentences in the *Past Tense*. Thus :

<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
1. I call.	I called.	6. It rains.	It rained.
2. She talks.	7. Emily whispers.
3. You fail.	8. We recite.
4. Charles studies.	9. They admire.
5. The lamb leaps.	10. The hero succeeds.

LXXVI. — VERBS : Number.

The lady *smiles*. The ladies *smile*.

1. What is the *number* of "lady" and of "smiles" ?

The *singular* number.

2. What is the *number* of "ladies" and of "smile" ?

The *plural* number.

3. What is the *sign* of the singular number of a verb of the present tense used in speaking of any person or thing ?

Its sign is the letter *s*.

4. What is the plural of *is* ?

Are.

5. What is the plural of *was* ?

Were.

6. What is the plural of *has*?

Have.

7. What is the plural of *does*?

Do.

8. What is the great rule of Verbs?

RULE. — **Verbs must agree with their subjects in number.**

EXERCISE 58.

a. Supply Verbs of the proper *Number*:

1. Bees honey.
2. The camel a beast of burden.
3. Mary flowers.
4. Birds wings.
5. Cæsar a great general.
6. The British cruel.
7. The children to school.

b. Correct the errors in *Verbs*:

1. Has the boys gone?
2. The flowers smells sweet.
3. Does the girls write compositions every week?
4. The distance of the stars have been measured.
5. The ostrich bury its eggs in the sand.
6. Many men was at the cattle-show.
7. The wheels of the locomotive goes round very fast.

LXXVII. — VERBS: Regular Past.

1. What is the usual way of forming the *past tense* of Verbs?
By adding *ed* to the Present tense; as, *leap*, *leap-ed*.

☞ Give the Past tense of

1. Scream.
2. Laugh.
3. Plow.
4. Discover.
5. Question.

NOTE. — When a verb ends in *e*, drop the *e* on adding *ed*. When a verb ends in *y*, change the *y* for *i* on adding *ed*. When a verb ends in a single consonant preceded by a single vowel, double the consonant on adding *ed*.

☞ Write the Past tense of

1. Drop.
2. Obey.
3. Invite.
4. Purify.
5. Stop.
6. Pity.
7. Hope.

☞ A Past tense formed by adding *ed* to the Present is said to be *Regular*, because this is the regular or common way of forming the Past tense.

2. What is a *Regular* Past tense?

A Past tense formed by adding *ed* to the Present.

EXERCISE 59.

Write these sentences with the Verbs in the *Past tense*:

MODEL.

The rain *pours*; the rain *poored*.

1. The rain pours.	4. A duck wades.
2. The baby screams.	5. Americans excel.
3. Ships sail.	6. Horses walk.

LXXXVIII.—VERBS: Irregular Past.

What is the Past tense of

<i>He goes?</i>	<i>He went.</i>
<i>We come?</i>	<i>We came.</i>
<i>You see?</i>	<i>You saw.</i>
<i>She takes?</i>	<i>She took.</i>
<i>I give?</i>	<i>I gave.</i>
<i>The tree grows?</i>	<i>The tree grew.</i>

1. Is the Past tense of any one of these Verbs formed in the regular way?

It is not.

☞ Such forms of the Past tense are said to be *Irregular*.

2. What is an *Irregular* Past tense?

One that is not formed by adding *ed* to the Present.

EXERCISE 60.

a. Copy the following sentences, drawing one line under each Past tense that is *regular*, and two lines under each Past tense that is *irregular*:

1. The soldier ran away. 2. Watt improved the steam-engine. 3. Gen-

eral Scott commanded in Mexico. 4. My mother sent me a plum-cake. 5. When I went down a coal-pit the candle burnt dim. 6. We saw you when you fell, and we wished to help you. 7. The vessel sailed yesterday.

b. In the following sentences, Past tenses are incorrectly formed *regularly*; tell what the correct form is:

1. They knowed better. 2. The boy swimmmed a mile. 3. The wind blowed hard. 4. William catched the ball. 5. How that boy has growed! 6. The birds flied away. 7. The moon shined brightly last night. 8. He drinkded a glass of wine.

LXXIX.—COMPOSITION-LESSON.

Write a composition on “Squirrels,” paying attention to the following points:

1. The different kinds of squirrels.
2. Where they live.
3. How they live.
4. What they eat.
5. How they are caught or killed.
6. What their skins are used for.
7. Relate an anecdote about a squirrel, or give an account of a squirrel-hunt.

LXXX.—VERBS: Participles.

 Let us take these sentences:

1. Robert sat *writing* a letter.
2. The letter is *written*.

1. From what verb is *writing* formed?

From the verb *write*.

2. What *use* has the word “writing” in this sentence?

It has the *Adjective* use.

3. In the second sentence, what other form of the verb “write” have we?

The form *written*.

4. What *use* has the word "written"?

The *Adjective* use.

☞ Forms of the verb having the Adjective use are called **PARTICLES**.

5. Why are they called *Participles*?

Because they *participate* or share in the nature of the *Verb* and of the *Adjective*.

6. How, then, may we define Participles?

Participles are Verbal Adjectives.

☞ There are two Participles: the *Present* and the *Past* Participle.

7. What is the *sign* of all Present Participles?

The sign is *ing*; it is added to the Present tense of verbs.

8. How is the Past Participle of verbs *regularly* formed?

By adding *ed* to the Present tense.

EXERCISE 61.

a. Write the *Present Participles* of the following verbs:

1. Dip. 2. Hate. 3. Obey. 4. Die. 5. Dye. 6. Fly. 7. Refer.
8. Differ. 9. Hope. 10. Hop.

b. Write the *Past Participles* of the following verbs (regular):

1. Love. 2. Hate. 3. Call. 4. Walk. 5. Name. 6. Remember.
7. Regret. 8. Allow. 9. Prepare. 10. Pity.

LXXXI. — VERBS: Past Participle Irregular.

☞ All verbs do not form their Past Participle by adding *ed*. Some are *Irregular*.

What is the Past Participle of

<i>Go?</i>	<i>Gone.</i>
<i>See?</i>	<i>Seen.</i>
<i>Take?</i>	<i>Taken.</i>
<i>Give?</i>	<i>Given.</i>
<i>Grow?</i>	<i>Grown.</i>

EXERCISE 62.

Copy the following sentences, drawing one line under each Past Participle that is *regular*, and two lines under each that is *irregular*:

1. Sister has gone to town and has ordered the marketing.
2. I had known about it before you told me.
3. Deserted by his friends the old man had lain down to die.
4. Our cousins have come to see us.
5. They have prepared to stay a month.

LXXXII.—BLACKBOARD REVIEW.

VERB-SIGNS.	s	for the Singular Number.
	ed	“ “ Past Tense (Regular).
	ed	“ “ Past Participle (Regular).
	ing	“ “ Present Participle (all verbs).

REVIEW QUESTIONS.

1. In what tense is, *We dance*? What is the corresponding *past* tense?
2. What is the sign of the singular number in the present tense? What is the singular of *The boys have*? What is the plural of *The apple is sweet*?
3. How is the past tense of a verb formed regularly? Give five examples. What is the past tense of *do*? Of *see*? Of *go*? Of *cut*?
4. How many participles are there? How is the present participle always formed? When a verb forms its past participle in *ed*, what kind of a verb is it? What is the past participle of *do*? Of *see*? Of *go*? Of *cut*? What other part of speech do participles always resemble?

LXXXIII.—COMPOSITION-LESSON.

SIMPLE NARRATIVE.

Write a story of four paragraphs, using the following hints:

1. A rich miser lived in France; ordered by government to contribute a large sum of money; pleaded poverty; large cellar; dug deep hole; made spring-lock door; hid his treasures.
2. Claim of poverty allowed; the miser congratulates himself; nephew, poor man with large family; comes to beg; refused, scoffed at, and turned from the door.

3. Miser missed ; neighbors search everywhere ; at last they discover the door in the floor of the cellar ; miser found dead ; candlestick ; no candle ; had eaten it in the agony of hunger.

4. Poor relative becomes heir ; spends the money rightly ; relieves the poor ; is a good friend and worthy neighbor ; respected and loved by all.

☞ Pupils may be required to exchange compositions, and correct one another's work.

LXXXIV.—COMPOSITION-LESSON.

FORM OF A LETTER.

Cambridge, June 18, 1875.

Mr. Charles B. Webster, —

Dear Sir: With my father's leave, I write to ask you to let your son William spend the next vacation with me.

William and I were in the same class last year, in the Lincoln School and our acquaintance was so pleasant, that I am very desirous he should share with me several little excursions that father has planned for us.

I have already written to William, and he says that he must wait till you give him permission. Hoping that you will kindly do so, I remain

Yours respectfully,

John Sumner.

EXPLANATION.

I. At the top of a letter is the *heading*, or *date*. In this the name of the place and the day of the month should be followed by the comma, and the whole should be ended with the period.

II. Next comes the name of the person addressed with the *superscription* below it. The name of the person addressed may be followed by the comma and dash (as in the example), or by the comma only. The name of the person addressed, however, *may* be written at the foot of the letter, left hand. Observe, too, that it is only in formal letters you write the name of the person addressed. The superscription may be *Dear Sir*, or it may vary with the relations of the writer to the person addressed ; as, *Dear Teacher*; *My dear Sister*; *Dear Richard*, etc. The superscription should be followed by the colon (:) or by the comma and dash (,—).

III. Below the body of the letter and towards the right hand comes the *subscription*; as, *Yours respectfully*, *Yours truly*, etc. This should be followed by a comma. Lastly should come your name, followed by a period.

EXERCISE 63.

1. [For boys.] Write an account to a friend about your experiences the last time you went a fishing.
2. [For girls.] Write an account to a friend of the last picnic you were at.
3. Write to a cousin and tell about a visit to a public garden or museum ; the objects of interest, etc.

SECTION IV.

USES OF WORDS.

LXXXV. — SENTENCES: Subject and Predicate.

1. Ducks swim.
2. The fire burns.
3. Bakers make bread.

1. How many thoughts are expressed in each of these sentences ?
One thought.

☞ A sentence expressing but one thought is called a Simple Sentence.

2. What is a Simple Sentence ?

A Simple Sentence is a sentence expressing but one thought.

☞ The name of the thing spoken of is called the SUBJECT ; the word or words used with the Subject in making the statement are called the PREDICATE.

3. What is the Subject ?

The Subject is the name of the thing spoken of.

4. What is the Predicate ?

The Predicate is the word or words used with the Subject in making the statement.

☞ The simplest form of the Simple Sentence consists of two words, — one the *Subject* ; the other (verb), the *Predicate*.

EXERCISE 64.

a. State orally which word is *Subject* and which *Predicate* in the following sentences, and why.

MODEL: "LEAVES FALL."

Leaves is the *Subject*, because it is the name of that spoken of.**Fall** is the *Predicate*, because it is what is said (or the word used in making the statement).

1. Leaves fall. 2. Paul traveled. 3. Soldiers march. 4. Supper waits. 5. Friends die. 6. Jesus wept. 7. Lightning flashes.

b. Let each scholar in the class give a simple sentence, consisting of but two words.

LXXXVI. — ANALYSIS.

MODEL 1: "FIRE BURNS."

"Fire burns" is a Simple Sentence.

Fire is the Subject. **Burns** is the Predicate.

MODEL 2: "CATS CATCH MICE."

"Cats catch mice" is a Simple Sentence.

Cats is the Subject. **Catch mice** is the Predicate.

MODEL 3: "IRON IS A METAL."

"Iron is a metal" is a Simple Sentence.

Iron is the Subject. **Is a metal** is the Predicate.

EXERCISE 65.

a. Analyze by pointing out in the following sentences the *Subject* and the *Predicate*:

1. Stars twinkle.
2. Winds blow.
3. Flowers bloom.

b. Make *sentences* by putting a *Predicate* after each of the following *Subjects*, and then analyze the sentences:

1. Bears.
2. Scholars.
3. Women.
4. Farmers.
5. Trees.

c. Add a *Noun-Subject* to each *Predicate*:

1. bloom.	3. [Proper noun] teaches.
2. whistle.	4. [Name of a country] fell.

d. Add a *Pronoun-Subject* to each Predicate :

1. are well.	3. will come.
2. has gone.	4. is late.

LXXXVII. — COMPOSITION-LESSON.

EXERCISE IN CRITICISM.

 The teacher will require pupils to rewrite, in good English, the following sentences taken exactly as they were written from the compositions of a Grammar class in one of our large cities :

1. The pig is the animal, from which we get pork, and also on the back of the pig is obtained bristle which is made into brushes.
2. The domestic animals are the oxen and Cow and Horse. The horse serves one like a servant one saddles one rides on him.
3. The fire-engines are drawn by horses they are not very gentle.
4. There are a great many things that are useful, some people have things that are useful, and they think that it is not useful. But after a while they repent it when they havint any thing more thaths useful, they say Oh how I wish I had that I threw away.
5. There are a great many diaries in the country, where there is any amount of cows.
6. The horse is of the most use of all animals, especially to the farmers, besides it gives us much pleasure, when they are harnessed up in a team, they are very intelligent, and can be tought a great many things, some can tell their masters voice and can understand certain things.
7. When the horses were sick they use to have oxen harnessed to the sleighs, and carrs, I think it must have looked very funny to see the oxen driving people around in the buggies, carrs, etc.

LXXXVIII. — SUBJECT ENLARGED : Adjectives and Possessives.

1. Horses ran.
2. The gray horses ran.
3. The miller's gray horses ran.

1. In the first sentence, what is the *subject*?

The noun *horses*.

2. In the second sentence, what is the *subject*?

The words *the gray horses*.

3. What words have we here added to *horses*?

The article *the* and the adjective *gray*.

☞ When words are added to the subject to limit, qualify, or explain it, we say of the subject that it is *enlarged*.

4. Then, by what is *horses*, in the second sentence, enlarged?

By the adjectives *the* and *gray*.

5. In the third sentence, by what is the subject enlarged?

By the possessive noun *miller's*, and by the adjectives *the* and *gray*.

☞ The subject when not enlarged is called the *simple subject*.

MODELS OF ANALYSIS.

1. "Horses ran" is a simple sentence: **horses** is the subject and **ran** is the *predicate*.

2. "The gray horses ran" is a simple sentence: the *simple subject* is **horses**; it is enlarged by the adjectives *the* and *gray*. The predicate is **ran**.

3. "The miller's gray horses ran" is a simple sentence. The *simple subject* is **horses**; it is enlarged by the adjectives *the* and *gray*, and by the possessive noun *miller's*. The predicate is **ran**.

EXERCISE 66.

a. Write four sentences with each subject enlarged by two adjectives. MODEL: "The *deep blue* ocean rolls."

b. Write four sentences, with each subject enlarged by a possessive noun and an adjective. MODEL: "The *girl's pretty* doll was stolen."

c. Write four sentences, with each subject enlarged by a possessive and two adjectives. MODEL: "The *boy's shining morning* face was pleasant to see."

☞ Analyze each sentence written.

LXXXIX. — COMPOSITION-EXERCISE.

A LETTER.

Write a letter to a cousin (real or imaginary), giving a description of your school, mentioning,

1. What it is called.
2. Where it is situated.
3. How many teachers there are.
4. How many pupils.
5. The size and shape of the school-room ; the pictures or maps on the wall.
6. What grade you are in.
7. What studies you are pursuing.
8. Which study you like best, and why.
9. Whether you were promoted last term.
10. Ask him (or her) to write you an account of his (or her) school.

XC. — SUBJECT ENLARGED: Nouns in Apposition.

1. Longfellow wrote *Evangeline*.
2. Longfellow, the poet, wrote *Evangeline*.
3. Longfellow, the American poet, wrote *Evangeline*.

☞ In the first sentence the subject is not enlarged.

1. In the second sentence, what words are added to the subject ? The words *the poet* are added.
2. What is the use of the word *poet* here ? It explains the name *Longfellow*.

3. When one noun denoting the same person or thing as another noun is put beside it in order to explain it, what is said of the explanatory noun?

It is said to be *in apposition* with the noun it explains.

☞ “John Gilpin, the bold captain, ran a race :” what noun is in apposition with *John Gilpin*? “The statesman Jefferson wrote the Declaration of Independence :” what noun is in apposition with *Jefferson*?

4. What is the third sentence?

Longfellow, the American poet, wrote *Evangeline*.

5. What is the noun in *apposition*?

The noun *poet*.

6. How is this noun enlarged?

It is enlarged by the adjectives *the* and *American*.

MODEL OF ANALYSIS.

“Longfellow, the American poet, wrote *Evangeline*.”

This is a simple sentence. The simple subject is **Longfellow**; it is enlarged by the noun in apposition, *poet*, which is enlarged by the adjectives *the* and *American*. The predicate is **wrote** **Evangeline**.

EXERCISE 67.

Change these sentences so as to bring a noun into *apposition*, as in this model:

1. Cooke sailed around the globe, and he was a navigator.
2. Cooke the *navigator* sailed around the globe.

1. Galileo was an Italian, and the inventor of the telescope.
2. Morse, who was the inventor of the telegraph, was an American.
3. The whale is found in the Arctic Sea, and it is the largest animal.
4. De Foe wrote “Robinson Crusoe,” and he was an English shop-keeper.
5. Harold, who was a Saxon king, was slain by the Normans in 1066.

☞ Analyze the sentences written.

XCI. — COMPOSITION-LESSON.

NOUNS IN APPosition.

RULE.—Nouns in apposition, especially when modified by other words, should be set off by commas. Thus:

Paul, the apostle of the Gentiles, was born at Tarsus.

Longfellow, the American poet, wrote *Evangeline*.

NOTE.—Two nouns in apposition are not separated by commas, if both together form really one *noun*; as, “Paul the Apostle was born at Tarsus.”

EXERCISE 68.

a. Insert commas where required.

1. James Watt the improver of the steam-engine was born in Scotland.
2. William the Conqueror defeated Harold the Saxon king.
3. We the people of the United States do hereby ordain and publish this constitution.
4. Mexico the land of revolutions was conquered by Cortez a Spanish soldier.
5. Gold the most precious of metals is largely found in California and in Australia.
6. The Greeks the most enlightened people of antiquity devoted much attention to gymnastics.

b. Combine the statements in each group into single sentences, thus:

Patrick Henry roused the people.
 He was an *orator*.
 He was an *eloquent* orator.
 He was a *Virginia* orator.

COMBINED. Patrick Henry, the eloquent Virginia orator, roused the people.

NOTE.—Sometimes, as in this example, it is necessary to substitute *the* for *a* or *an*.

1. Lawrence said, “Don’t give up the ship.”

Lawrence was *the captain of the frigate Chesapeake*. } =
 He was a *brave* captain. } =

2. New York is noted for its wealth and commerce. } =
 New York is *the Empire State*. } =

3. The "Star-Spangled Banner" was written by the poet Key. } =
 The "Star-Spangled Banner" is *our national song*. } =
 Key was *a citizen of Baltimore*. } =

4. The whale is a mammal. } =
 The whale is *the largest of animals*. } =

5. The camel is found in Asia and Africa. } =
 The camel is *the ship of the desert*. } =

6. Spring is always welcome. } =
 Spring is *the season of birds and flowers*. } =

XCII.—SUBJECT ENLARGED : Phrases.

1. *Wealthy* men are often unhappy.
2. Men *of wealth* are often unhappy.

1. In the first sentence, what kind of word is *wealthy*?
 It is an *Adjective*.

2. In the second sentence, what expression means the same thing as the adjective *wealthy*?
 The expression *of wealth*.

☞ A preposition with the noun following it is called a *Phrase*.

3. When a phrase is used to enlarge a noun, what name is given to it?
 It is called an *Adjective Phrase*.

☞ Write these sentences :

1. The horse *in the barn* is sick.
2. The father *of his country* died in Virginia.
3. A man *with a white coat* fell down stairs.

What phrase enlarges the first subject? The second? The third?

☞ Write this sentence :

Four-footed animals are called quadrupeds.

4. Substitute an adjective phrase for the adjective *four-footed*, and what sentence have we?

The sentence, "Animals *with four feet* are called quadrupeds."

What adjective phrase here?

MODEL OF ANALYSIS.

"Men of wealth are often unhappy."

This is a simple sentence. The *simple subject* is **men**: it is enlarged by the adjective phrase **of wealth**. The *predicate* is **are often unhappy**.

EXERCISE 69.

a. Change the adjective *words* into adjective *phrases*:

1. *Honorable* men are respected.
2. The *lady's* fair face was sad.
3. *American* citizens were put to death.
4. The *black-eyed* girl sang a song.
5. The *seaside* cottage is pretty.
6. The *kitchen* door is open.

b. Combine the groups of statements each into a separate sentence:

1. The house was burned.
It was a *pretty* house.
It was a *white* house.
It was *uncle's* house.
The house was *on the hill*. } =
2. The horse was sold.
It was *father's* horse.
It was a *beautiful* horse.
It was a *gray* horse.
It was a *trotting* horse.
It was a horse *with a flowing mane*. } =
3. The dress is made.
It is *mother's* dress.
It is a *new* dress.
It is a *merino* dress.
It is a dress *with pink trimmings*. } =

Analyze each sentence written.

XCIII. — COMPOSITION-LESSON.

Make an abstract from memory, after reading aloud the following piece :

SILK.

Silk is obtained from a caterpillar called the silk-worm. This little creature feeds on the leaves of the mulberry-tree. It is hatched from an egg about the size of a mustard-seed, and it changes its skin four times before it reaches its full size. When full grown, it leaves off eating, spins a fine soft thread, and winds itself up in a silken case, inside of which the little spinner goes to sleep for some time. When its sleep is over, it makes a hole in its case, and comes out in the shape of a small butterfly, which lays a number of eggs, and then dies. It is from the case or ball spun by the silk-worm that all our silk is made. The balls, or cocoons, as they are called, are thrown into warm water to loosen the gum with which the silk-worm glues the threads together. Then four or five of the threads are fastened to a reel, and wound. In this state it is called *raw silk*, and it is next sent to the silk-mill to be prepared for the weaver. This is done by twisting it into threads, and scouring and dyeing it of various colors. Silk is woven much in the same way as cotton or linen. The best raw silk comes from China, where silk-worms were reared and silk was woven into cloth hundreds of years ago. Both Italy and France produce great quantities of raw silk. The finest and most beautiful silks are manufactured in France. Silk, though costly, is a very useful article of clothing, both on account of its durability and its beauty.

XCIV. — SUBJECT ENLARGED: Phrases.

 Write these sentences :

1. The bird *sitting on the tree* was shot.
2. A plate *filled with meat* was put before the beggar.

1. In the first sentence, what is the *subject*?

The noun *bird*.

2. What expression is used to enlarge the *subject*?

The expression *sitting on the tree*.

☞ Such an expression introduced by a participle is called a *phrase*. When a phrase introduced by a participle enlarges a noun, it is called an *adjective phrase*.

3. In the second sentence, what adjective phrase enlarges *plate*?
The phrase *filled with meat*.

☞ Write this sentence :

A crow *which had snatched a piece of cheese* flew into a tree to eat it.

4. How may we express this as a simple sentence using an adjective phrase ?

We may say,

A crow, *having snatched a piece of cheese*, flew into a tree to eat it.

☞ Write this sentence :

An old man *who lives in Schoolville* has twenty-five grandchildren.

5. How may we express this as a simple sentence, using an adjective phrase ?

We may say,

An old man *living in Schoolville* has twenty-five grandchildren.

MODEL OF ANALYSIS.

“The bird sitting on the tree was shot.”

This is a simple sentence. **Bird** is the *simple subject* : it is enlarged by the adjective *the*, and by the adjective phrase *sitting on the tree*. The *predicate* is **was shot**.

EXERCISE 70.

Combine each two sentences into one, using the adjective phrase with a participle :

1. The boy is whispering.
It is the boy who is *sitting in that seat.* } =
2. The dog is asleep.
It is the dog that is *lying before the fire.* } =
3. The composition was full of errors.
It had been *written in great haste.* } =

4. Words are often regretted.
It is words that are *spoken in anger* that are regretted. } =
5. A boy was drowned.
He was *swimming in the river*. } =
6. The thief ran away.
He *had stolen a watch*. } =

• XCV. — BLACKBOARD REVIEW.

Enlargements of Simple Subject. { Adjectives,
Possessives,
Nouns in Apposition,
Adjective Phrases.

REVIEW EXERCISE.

1. Write three sentences with the subject enlarged by two adjectives.
2. Write three sentences with each subject enlarged by a possessive noun and by an adjective.
3. Write three sentences with the subjects enlarged by nouns in apposition.
4. Write three sentences with each subject enlarged by an adjective and by an adjective phrase.

XCVI. — COMPOSITION-LESSON.

EXERCISE IN COMBINING.

☞ Combine the following detached statements into suitable sentences :

The robin is a bird. It is a well-known bird. It is often called the redbreast. Its breast is of a red color. The color is a deep red. Robins build nests. They build their nests in apple-trees. They build them in orchards. They build them near houses. They do this because they are not wild birds. Robins make their nests out of moss and leaves. Hair and bits of twigs are mixed with the moss and leaves. The nests are lined with something fine and soft. Robins lay eggs. They generally lay four eggs. These eggs are about as large as marbles. They are blue. The old birds feed the young robins. They feed them with worms.

They feed them with flies. They feed them with berries. Robins are very useful. They are useful to farmers. They are useful, because they kill and eat insects, bugs, and worms. These insects destroy fruit and grain and vegetables. Never kill a robin. Never rob the nest of a robin of its eggs.

XCVII.—PREDICATE ENLARGED: Adverbs.

1. The clock ticks regularly.
2. It rains to-night.

1. What is the Simple Predicate of the *first* sentence?

The verb *ticks*.

2. By what word is it enlarged?

By the adverb *regularly*.

3. What is the predicate of the *second* sentence?

The verb *rains*.

4. By what word is it enlarged?

By the adverb *to-night*.

MODEL OF ANALYSIS.

“The clock ticks regularly.”

This is a simple sentence. The *simple subject* is **clock**: it is enlarged by the adjective *the*. The *simple predicate* is **ticks**: it is enlarged by the adverb *regularly*.

EXERCISE 71.

a. Supply suitable *Adverbs*:

1. The teacher spoke ...*how*?...
2. They started ...*when*?...
3. The soldiers fought ...*manner*?...
4. We are eating ...*when*?...
5. Birds sing ...*how*?...

 Analyze each sentence written.

b. Write the statements by using the Adverbs, thus:

We rose,
We rose *early*,
We rose *yesterday*. } = We rose early yesterday.

We shall study,
We shall study *hard*,
We shall study *to-morrow*. } =

We work,
We work *early*, } =
We work *late*.

The sun rose,
The sun rose *brightly*, } =
The sun rose *to-day*.

XCVIII.—PREDICATE ENLARGED: Adverbial Phrases.

1. We live *here*.
2. We live *in this place*.

1. In the first sentence, by what is the simple predicate enlarged ?
It is enlarged by the adverb *here*.

2. In the second sentence, by what is the simple predicate enlarged ?
By the phrase *in this place*.

3. What kind of a phrase is *in this place* ?

It is an adverbial phrase, because it is equivalent to an adverb (*here*), and because it limits a verb.

MODEL OF ANALYSIS.

“We live in this place.”

This is a simple sentence. The *subject* is **we**. The *simple predicate* is **live**: it is enlarged by the adverbial phrase *in this place*.

EXERCISE 72.

a. Enlarge each predicate by an *Adverbial Phrase*:

1. The sun rises ... <i>when?</i> ...	2. Fish live ... <i>where?</i> ...
3. America was discovered ... <i>by whom?</i> ...	4. The moon shines ... <i>when?</i> ...
5. My aunt lives ... <i>where?</i> ...	6. Plymouth was settled ... <i>when?</i> ...
7. I <i>your name</i> was born ... <i>where?</i> ..., <i>in what year?</i>	

b. Enlarge each predicate by an *Adverbial Phrase*:

1. Tea is obtained	5. We walked
2. Cotton is raised	6. The Mississippi rises
3. Jamestown was settled	7. The cow jumped
4. The President lives	8. The dish ran

XCIX. — COMPOSITION-LESSON.

☞ Combine the statements into *Single Sentences*:

Independence was declared.

It was declared *at Philadelphia*.

It was declared *in the year 1776*.

Flowers are raised.

They are raised *in hot-houses*.

They are thus raised *in winter*.

Franklin was born.

He was born *in Boston*.

He was born *in the early part of the eighteenth century*.

We went to Europe.

We went *in a steamer*.

It was *in the month of June* that we went.

The greatest battle of the war was fought at Gettysburg.

Gettysburg is *in Pennsylvania*.

It was fought *on the 1st, 2d, and 3d of July*.

It was fought *in the year 1863*.

[Put the phrases last.]

We were cast away without any provisions.

We were cast away *on a solitary island*.

This island was *in the middle of the Pacific Ocean*.

[Put the phrases last.]

☞ Analyze the sentences written.

C.— PREDICATE WITH OBJECT ENLARGED.

1. We saw a man.
2. We saw a fat man.
3. We saw a fat man with a red face.

1. In the first sentence, what is the *Predicate*?

The words *saw a man*.

2. What is the *Object*?

A man.

3. In the second sentence, what *Adjective* enlarges the object?

The adjective *fat*.

4. In the third sentence, what enlargements has the *Object*?

It is enlarged by the adjective *fat*, and by the adjective phrase, *with a red face*.

MODEL OF ANALYSIS.

“The travelers ascended the steep summits of the Alps.”

This is a simple sentence. The subject is **the travelers**. The simple predicate is **ascended the summits**: the verb is *ascended*, the object is *the summits*. The object is enlarged by the adjective *steep* and by the adjective phrase *of the Alps*.

EXERCISE 73.

Combine the statements into single sentences:

1. Bayard Taylor wrote an account.
It was an *interesting* account.
It was an account *of his travels*.
His travels were *in Asia*.
2. California yields crops.
They are *large* crops.
They are crops *of wheat*.
They are crops *of wine*.
They are crops *of wool*.
3. A fox saw a bunch.
It was a bunch *of grapes*.
It was a *tempting* bunch of grapes.
It was *hanging from a high wall*.

C1. — BLACKBOARD REVIEW.

Enlargements of Simple Predicate. { Adverbs.
Adverbial Phrases.

Enlargements of the Object..... { Adjective Words.
Adjective Phrases.

EXERCISE 74.

1. Write three sentences, with each predicate enlarged by two adverbs.
2. Write three sentences, with each predicate enlarged by one adverb and one adverbial phrase.
3. Write three sentences, with a transitive verb, an object, and an adverb.
4. Write three sentences, with an object enlarged by two adjectives.

CII. — COMBINING SENTENCES.

METHOD I.

Two simple statements may be combined into one sentence by means of a conjunction. Thus :

John reads.
[Plain joining.] } = John reads *and* writes.
John writes.

Birds travel swiftly.
[Reason.] } = Birds travel swiftly *because* they have wings.
Birds have wings.

You say so.
[Contrast.] } = You say so, *but* you do not think so.
You do not think so.

EXERCISE 75.

Combine the following statements by using suitable *Conjunctions*:

1. He swam the river.
He sat down on the bank. } =

2. In hot countries the wool of sheep is generally short. } =
 In cold countries it is long.

3. Columbus finished his discourse. } =
 The sovereign then sank on his knees.

4. Be diligent. } =
 You will succeed.

5. He found his country residence delightful. } =
 He resolved to stay in it for a year.

6. We could not see the Governor. } =
 He was unwell.

7. The life of a bee seems to be all enjoyment. } =
 It is only insect life.

8. A lamb was one day quenching its thirst at a running stream. } =
 It was approached by a wolf.

CIII. — COMBINING SENTENCES.

METHOD II.

Two simple statements may be combined into one sentence by means of a relative pronoun. Thus :

The snow fell during the night. } = The snow which fell during the
 It melted before morning. } = night melted before morning.

EXERCISE 76.

Combine the following statements by using a *Relative Pronoun* :

1. The seed has become a tree. } =
 It was planted by Edward.

2. The oak reproached a reed. } =
 The reed grew by the side of a stream.

3. In the harbor we saw a ship. } =
 It sailed for London.

4. Cotton is a soft woolly substance. } =
 It grows around the seeds of a plant.

5. Jefferson was the third President of the United States. } =
 He wrote the Declaration of Independence.

6. The sea-dikes in Holland are generally about thirty feet high. }=
 They are erected all along the coast.

7. Chicago is not fifty years old. }=
 It is the greatest corn-market in the world.

8. The general was named Robert E. Lee. }=
 He commanded the Southern army.

CIV. — COMBINING SENTENCES.

METHOD III.

Two simple statements may be combined into one sentence by converting one of the statements into a phrase with a participle. Thus :

A frog one day saw an ox graze in a meadow. }=
 It imagined it could make itself as large as that animal.

A frog one day, seeing an ox graze in a meadow, imagined it could make itself as large as that animal.

EXERCISE 77.

1. The crow opened its mouth. }=
 It let fall the cheese.

2. Jefferson knew the great importance of the Mississippi River. }=
 He wished to purchase Louisiana from France.

3. The Russians burnt Moscow. }=
 The French were compelled to leave the city.

4. The bridge was carried away. }=
 We were forced to ford the river.

5. The sun had risen. }=
 The travelers resumptioned their journey.

6. Cornwallis had taken position at Yorktown. }=
 Washington resolved to shut him up there.

7. I hope to hear from you soon. }=
 I remain your obedient servant, John Smith.

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